





## Leicester plans joint work

by Charlotte Barry

Leicester Polytechnic and Leicester University are formally exploring ways of putting on shared courses and increasing co-operation between the two institutions.

The polytechnic governors agreed last week to support a move toward increased academic collaboration. Detailed proposals are to be worked out by faculty boards when they discuss the scheme later this month.

The polytechnic will also be investigating with the university the possibility of shared administrative and support services such as computing, catering, student accommodation, conference trade and reprographic services.

Talks between the two institutions have been put on a more formal footing following lengthy discussions between polytechnic director Dr David Bethel and university vice-chancellor Mr Maurice Shock.

These revealed considerable scope for sharing academic resources and expertise and the latest move is believed to be the first of its kind.

A spokesman for the polytechnic pointed out that a great deal of co-operation between the institutions already exists: a postgraduate course in medical statistics at the polytechnic is validated by the university, the student medical service is a shared one, and during the first week of the polytechnic term the university helped out with emergency accommodation.

He said that the Department of Education and Science had shown considerable interest in the proposed scheme and made assurances to help facilitate this co-operation.

A number of other universities also validate degree courses at polytechnics, but these are mostly as a result of mergers with colleges of education and are gradually being taken over by the Council for National Academic Awards.

At Brighton Polytechnic for instance a first degree in British studies is validated by the University of Sussex and both institutions are tentatively looking at possible areas of co-operation.

## MacCabe case prompts inquiry

by Paul Flather

Cambridge University is preparing to launch a major inquiry into the complicated links between colleges and faculties in the aftermath of the row over English don Dr Colin MacCabe.

The university's general board has formally closed the MacCabe case after a special subcommittee, reported that it found no irregularities in the way Dr MacCabe was denied a full-time post last year.

But the board decided that the affair, which split the English faculty, was a symptom of strains caused by the complicated way the teaching of students and financing of lecturers' pay is divided between colleges and faculties.

The board has not discussed details of the inquiry but it is understood a special committee will be set up during the next few months with a report expected to take up to two years. The Bridges committee in 1962 also suggested ways to close the divide between faculty and college.

A key issue facing the inquiry is how far the present tutorial system, which many argue is the backbone of Oxbridge, can continue in the face of constrained budgets and increasing staff vacancies.

At present undergraduate teaching is run through a dual system by lecturers attached to the faculties, with additional supervision in colleges. But the tutorial system is expensive, and many dons already

favour seminars to get around some tutorials.

The English faculty for example, with about 35 lecturers attached to a staff/student ratio of about 20:1, its teaching is supplemented by dons appointed by individual colleges but this can produce widely divergent approaches to teaching, a key factor in the MacCabe affair.

Dr John Beer, chairman of the faculty, said the tutorial as a staple part of the system was under strain. "This is a university wide problem brought on by falling budgets," he said.

The university has written to Dr MacCabe, now a professor at Strathclyde University, informing him the inquiry over his non-appointment is now closed.



Lord Robbins chats with his son Mr Richard Robbins, principal lecturer in painting, at Middlesex Polytechnic's art and exhibition which runs to October 31 to benefit the Mayor of Haringey's special charity for the deaf. The two large prints are by Paula Thompson, entitled "We had fish for tea."

## Stephen Jones moves to City Poly

The new assistant provost of City of London Polytechnic is Mr Stephen Jones, assistant secretary in the higher and further education branch of the Department of Education and Science.

Mr Jones is best known in polytechnics and colleges as chairman of the DES study group set up to devise a new, more equitable cost system for distributing the £400m pool allocated to the public sector of higher education each year.

Minister and local authority associations are now considering the group's recommendations on how to distribute the public sector pool in 1982/83.

Mr Jones had also worked in the Ministry of Defence, the Foreign and Commonwealth Office and the University Grants Committee. He was private secretary to the former Education Secretary, Mr Shirley Williams, from 1977/78.

Mr Jones said this week that he expects his duties to be mainly administrative and based on his experience of the relationship between polytechnics, local authorities and the Government. He will take up the appointment early next year.

## AUT clings to its defence of tenure

by David Jobbins

The Association of University Teachers is in danger of becoming isolated from the other campus unions over its strategy against the cuts.

Leaders of the other unions, whose members do not have the advantage of tenure, feel the case against the university cuts should be made on broader educational, social and economic lines.

Strict defence of tenure, no cover for staff who may be declared redundant, and refusal to accept students transferred from other colleges or departments were endorsed as the main weapons in the AUT's armoury at a special council meeting at the weekend.

But leaders of other campus unions warned that AUT's campaign might be directed too strongly towards its own members, and that tenure was not an issue likely to command public support.

On November 18, the day of the major Parliamentary lobby, the Caxton Hall has been booked in addition to the Central Hall for meetings of the non-teaching staff and students. The emphasis there will be much more heavily on the educational aspects of the campaign, while meet-

ings of university lecturers in the Central Hall will concentrate on tenure and allied questions.

The AUT is conscious of its lack of muscle but believes that its policy of asking members of senates to resist redundancy plans is already beginning to work.

General secretary Mr Laurie Sapper said there was scope for much wider use of premature retirement schemes.

The opening shot of the National Union of Students' campaign was fired at the weekend when 5,000 took part in a protest at the cuts in the North West. Demonstrators marched from Salford, the hardest hit of all universities, to Manchester, where a rally was addressed by speakers including NUS president Mr David Anonovitch.

Two days of marches in Scotland organized by NUS (Scotland) and the Scottish AUT culminated in a warning from student leader Mr Neil Stewart to the Government at the "level of anger and frustration that badly planned and shortsighted cut-backs have caused."

Tenure US-style, page 10 leader, back page

## The art of financing a conference

A part-time art lecturer has gone ahead and taken out a second mortgage worth £8,000 on his London flat to help finance a national conference on the plight of art and design teaching in Britain.

Mr Neil Bally, a lecturer at Wimbledon College of Art, said he was bitterly disappointed sponsors had not come forward for the conference, which takes place at Imperial College on November 7 and 8.

"The arts are still valued or devalued as a soft option and are placed very low on the list of priorities for funds. This conference will focus on the threat of extinction that hangs over part-time teaching," he said.

Speakers will include Professor Lionel March, rector of the Royal College on November 7 and 8, chairman of the Welsh Arts Council, Professor David Aspin, professor of King's College, London, and Mr Dafydd Thomas MP.

He said it was clearly difficult for individuals to make a positive contribution in the political arena; but he was determined to press his case. A book of conference papers is likely to follow.

## Adult provision 'should be a local duty'

by Charlotte Barry

The two local authority associations have told the Government that education authorities should have a duty to provide adult education.

Broad agreement has already been reached on amendments to the 1944 Education Act affecting provision for 16 to 19 year olds and the youth service. But some members of the Association of County Councils and the Association of Metropolitan Authorities told the joint Further Education Legal Basis working group that L.E.A.s should only have a power rather than a duty to provide adult education.

The ACC now says that authorities should have a duty to provide for over 19 year olds but "within the restraint of the resources available to them." It also says that adult education should be seen as a part of the total further education provision and not referred to separately.

The AMA says that L.E.A.s should have a duty to "ensure a reasonable range of further education opportunities and courses".

In response to the working group report published in July, adult education bodies have split out the

importance of making it a duty for local authorities to provide adult education.

The Advisory Council for Adult and Continuing Education says that giving L.E.A.s the power to provide adult education would weaken the sector's position even further.

"The lack of an adequate legislative base has allowed some local education authorities to suspend most or all of their provision for adult and general education for a period in an effort to save money, without any legal sanctions apparently being available to remedy the position," the council says.

It accepts the provision that the duty required of local authorities must be linked to the resources available, but says this should not be applied only to the further education sector.

The Association for Adult and Continuing Education agrees that local authorities should have a duty to provide adult education but totally rejects any qualification in terms of the resources available. It also disagrees with ACACE's view that adult and continuing education should be separately defined from further education.

## Economists urged to compete

by Paul Flather

A competition for the distribution of funds worth £500,000 a year open to leading economic forecasting and modelling groups in the country was officially launched this week by the Social Science Research Council.

Advertisements have been placed in newspapers and journals inviting applications for a share of the research funds available from autumn 1983. The deadline is December 15.

In a report approving the competition earlier this month, the SSRC hinted that it does not intend to continue funding only existing teams. The adverts make clear the competition is open to established newcomers.

The competition is the culmination of a long personal effort by the SSRC chairman, Mr Michael Posner, himself a leading economist, who believes forecasting groups should be made to compete more vigorously "like fish in a rock pool" for the available funds.

But it is likely to cause some anxiety to the so-called gang of four who account for much of the current SSRC funding in the field.

Most valuable is the National Institute of Economic and Social Research, the grand old dame of forecasting, set up in 1939 and currently

the defender of orthodox Keynesianism. The institute which receives £290,000 a year from the SSRC, is also looking for a new director to replace David Worswick who is retiring next September.

The other leading teams are the London Business School, which received £330,000 over five years from the SSRC; the Cambridge Growth Project, under Sir Richard Stone and Dr T. S. Barker, which received £240,000 over four years; and the Cambridge Economic Policy Group, the new neo-Keynesians led by Wynne Godley and Francis Cripps, which received £132,655 last year from the SSRC.

The SSRC has made clear its commitment to economic forecasting, by refusing to cut the research grant in the field, but it wants to encourage new groups and to raise modelling standards.

Among the new groups which might emerge more into the limelight is the comparative work done by Professor J. H. Westcott's team at Imperial College, London.

The SSRC is selecting the prominent experts including council members, economists, and representatives from other funding interests, to sit on its new economics consortium which will judge the competition.

## Scottish grants muddle

Several hundred Scottish students have been unable to take up postgraduate courses despite unconditional offers because they did not realize they would be affected by newly imposed Scottish Education Department quotas on postgraduate grants.

This is argued by the Scottish National Union of Students, which is investigating such cases, and blames both the SED and the institutions concerned for not making the quota system clear to students.

Last year, the SED issued a consultative paper saying that a quota system for post-graduate awards was to be introduced. While consultations were still going on the SED

decided to set these quotas itself, cutting back post-graduate courses by between 10 and 20 per cent, and asked universities and colleges to make this clear to undergraduates.

The SED confirmed that it was unable to allocate grants until it received lists of unconditional offers from institutions. Some of these had been divided into preferred students and a reserve list, but others had asked the SED to allocate the quotas itself.

A Strathclyde University spokesman said the offers were unconditional and it had been clearly stated that the students themselves were responsible for finding a source of finance.

## On behalf of the underdog

St Andrews University is competing for funds with Scotland's gentleman, cat and dog homes, and ex-servicemen.

In the latest issue of the Law Society of Scotland Journal, whose advertising has tended to be limited to the three latter types and a few estate agents, an appeal from St Andrews principal, Dr J. Steven Watson, reminds Scottish solicitors that the university would be grateful for money from endowments and trusts.

Dr Watson says: "I am writing to you in the knowledge that many members of the Law Society of Scotland manage numerous discretionary, family and general trusts on behalf of trustees and in the hope that some of those might now come to the aid of the university once described as the 'Jewel in Scotland's crown'."

St Andrews is the first university to appeal publicly for cash, although a spokeswoman said this type of appeal was likely to become common practice as the cuts were implemented.

## Faculty backs department

Dundee University's education department, which has been threatened with closure, has won the first round in its battle to survive.

A faculty meeting this week refused to endorse recommendations by a working party of the university's vice-principal, dean of the arts and social services faculty and chairman of the extramural committee that the department, which concentrates on postgraduate work, should be closed and its members be transferred to other departments.

But the working party pre-dates the University Grants Committee letter outlining Dundee's cuts, and there are fears that the four department members could be first in line for the compulsory redundancies which Dundee has now said will be unavoidable.

The working party's recommendations have still to be considered by Dundee's senate which meets next week, although it is expected that it will be influenced by the faculty meeting's decision.

## Language school control to change

Proposals for the British Council to take over from the Department of Education and Science responsibility for the recognition of English language schools are published today in a working party report.

The DES is withdrawing from its traditional role granting recognition to private colleges next April as an economy measure. If the report is accepted speedily, the British Council hopes to fill the vacuum immediately. The new system would

extend the possibility of recognition to 600 language schools, compared with 120 at present.

The report, *The Recognition of Private English Language Schools*, was compiled with the assistance of the schools' associations and proposes a system of payment to meet the British Council's costs. Colleges would be inspected every three years, with the associations continuing to police standards among their own members in the interim.

## 'Narrow' exams criticized

The three-year honours degree and the English A level examination system were attacked this week by Lord Perry, former vice-chancellor of the Open University.

Steps should be taken to extend university education from three to four years, introduce a two-year course to replace the Diploma of Higher Education, and put all education for 16 to 18-year-olds into general colleges that would be preparatory to university study, he said.

## Dundee appeal for £600,000

Dundee University is to launch an appeal for £600,000 to mark the centenary of its founding next year. The fund will be used to develop the University Botanic Gardens, post-graduate scholarships and research, and continuing education - projects which have been earmarked by the university, because they are "distinctive contributions to the social and economic well being of the region but are not funded adequately, if at all, through the normal system of public support."

## Scots adopt teaching programme

Scottish Secretary Mr George Younger has cleared the way for the introduction of three levels of in-service training courses for teachers.

The scheme was recommended a year ago by his advisory body, the National Committee for the In-Service Training of Teachers, whose term of office ran out in February. Mr Younger has decided to reconstitute the committee so it can develop and coordinate in-service courses.

Most in-service training will continue as short courses. Mr Younger has concluded, and the external validation of the three levels of courses - certificate, advanced diploma and master's degree - "will require further consideration by interested bodies."

The committee recommended that it should create the validating mechanism for the certificate and advanced diploma, with the Council for National Academic Awards validating in-service degree courses, although it added that in the short term, in-service BED courses should be validated through the existing arrangements between colleges of education and their local universities.

Dr Malcolm Green, a Strathclyde regional councillor who will continue his former position as the committee's chairman, said: "The idea that pre-service training is all teachers need has been recognized as totally outmoded."

"We ought to be able to organize our system on the basis that in-service training is not something for the ambitious or to add to promotion prospects, but something that all teachers need."

## Civil engineering priorities listed

Priority areas for future research programmes in civil engineering have been highlighted by a task force set up by the Science and Engineering Research Council and the Department of the Environment. The team, under the chairmanship of Mr A. M. Blair Wood, urges that particular attention should be given to research in areas of water, energy conservation and production, transport, buildings and housing.

The priority areas highlighted by the team include: increased overseas research effort; more research into long-term construction methods including better links between the private sector, universities and research bodies; and Government re-

## British Technology Group

# Academic Enterprise Competition

Total prize money  
**£130,000**  
National winner will receive  
**£50,000**  
Five regional prizes of  
**£20,000**  
Possible additional investment up to  
**£250,000**

For academic researchers who have set up, or intend to set up, a new business based on their research results

### Sponsor

The Sponsor of the Academic Enterprise Competition is the National Research Development Corporation - now part of the British Technology Group.

### Objective

The objective of the competition is to encourage a greater number of academic researchers to consider setting up a company as a means of exploiting their research results. Cash prizes will be awarded for the best proposals from academic researchers who have set up, or intend to set up, a new business based on their inventions or new technology.

### Entrants

Entry is open to members of staff of any UK university or polytechnic, or any other UK institution which provides full-time higher education: postgraduate and postdoctoral students from the above institutions; any person who has left one of the above positions since 1st January 1979.

### Eligibility

Entries will be accepted from any area of science, engineering, technology or medicine. Entries must be in the form of a business proposal based on research or development work carried out by the entrant. The entrant must be a present or prospective participant in the business, either as a shareholder, director or employee. The business must be located in the United Kingdom and must be new, i.e. not yet started, or started after 1st January 1979.

## How to enter

Entries must be made on the official entry form and must be received by the closing date: 28th February 1982.

Entry forms can be obtained from:  
**Academic Enterprise Competition  
British Technology Group**



12-18 Grosvenor Gardens  
London SW1W 0DW  
Telephone: 01-730 9600



# Dr Parkes opposes UGC charter plan

by Ngao Crequer

Dr Edward Parkes, warned the Government during the summer of the dangers of having off the University Grants Committee by giving it a Royal Charter, it emerged this week.

In a letter to the then Secretary of State for Education, Mr Mark Carlisle, UGC, offered a compromise solution. "In the condensed and the distribution of funds are too important to be put at risk by short-term tactical considerations," he said.

But a joint working party composed of officials from both the UGC and Department of Education and Science rejected the compromise and recommended that the UGC become legally independent with its own charter.

Then last week there was a further set back to the plan, devised as a means of making civil service cuts, when members of the Civil and Public Servants Association at the UGC rejected the proposals.

A motion passed by them said: "The recommendations would be damaging to the interests of the UGC and the staff. The meeting also considers that the report is not a careful analysis of a problem but is merely an attempt to justify a preconceived line of action."

The working party report, which is now being studied by Secretary of State for Education, Sir Keith Joseph proposes that with a charter, the UGC could employ its own staff but senior posts would be filled by civil servants on secondment.

One effect would be that staff below principal level would have poor promotion prospects, without the existing relationship with Whitehall, and this would affect the quality of staff recruited.

Dr Parkes wrote in his letter: "... there is no doubt in the minds of the committee that the setting up of an independent legal personality and separate staff for the UGC, whether by Royal Charter or otherwise, would be bound to distance its work from the department (and be seen by Parliament and universities as doing so) whatever steps might be taken to counteract this tendency."

"UGC staff would increasingly know less of how the department takes its decisions, and the staff of the department would know less about universities."

"Our recommendations would be less able to take into account the nuances of policy-making, which can matter more than what is said on paper, and you in turn would, we believe, be less well briefed and advised."

"Instead of a body which has up to the present involved itself from the outset in the framing and testing of policy it would increasingly become an executive agency for the implementation of policies decided elsewhere and would lose the confidence of universities as an effective intermediary with Government."

"Some of the distancing of the committee from the department would come about, albeit slowly at first, through the formal removal of the UGC from its present slightly ambiguous position in relation to Government. But this tendency would be reinforced by the proposed new pattern of staff recruitment."

Dr Parkes' alternative was a reduced policy civil service secretariat with a separate body to run the office and distribute papers.



"And your special subject is the decline of British higher education in the last quarter of the Twentieth Century" - the Mastermind chair is carried into Middlesex Polytechnic for recording of two programmes, the second to be broadcast on Sunday.

## Queens 'like a drifting balloon'

Queens University is like a manned balloon drifting without bearings and able to maintain height only by jettisoning materials that may be needed later, Dr Peter Froggatt, the vice chancellor, had told graduates.

In his annual letter he complained that this year heralded a further deepening of the division in practice between treatment for the two northern Ireland universities and for their counterparts in the rest of Britain.

While the University Grants Committee gave effective though crude guidelines for middle term planning across the water, Queens and the New University of Ulster had been given only their recurrent grant for 1981-82, "which, for good measure,

was reduced by an amount equal to the GB university average cut, ie, about 5-6 per cent", Dr Froggatt said.

By 1984 the cuts are expected to rise in line with Britain to between 11 and 15 per cent - the equivalent of £3m or more in the case of Queens. The vice chancellor notes that the Government's application of cash limits places primacy on grant values, with student numbers and facilities coming second.

In Queens, undergraduate intakes of 1,572 in 1979 and 1,562 in 1980 were respectively the highest and third highest yet, Dr Froggatt estimated that the 1981 intake could exceed them if not held down because of reduced resources.

## News in brief

### Hitachi grant for Sussex

The Japanese electronics firm Hitachi, has given £50,000 to Sussex University to establish a unit in comparative research on industrial relations. The executive director of a unit will be Dr Kevin McCormick, and its work will include seminars with the university's law studies division. An annual fee will also be funded through a Hitachi grant and the first speaker to be Sir Peter Parker, chairman of British Rail.

### For women only

Bristol Polytechnic has been given a go-ahead to run women-only management training courses by Mr Michael Allison, Minister of State for Employment. The Sex Discrimination Act allows certain training bodies, designated by the Department of Employment to encourage men or women to train in work where there have been few people of that sex engaged in the previous year. The Bristol Polytechnic courses are designed to help women already in employment to work at managerial or other promoted levels.

### Research inquiry

Two senior officers of the Social Science Research Council, Mr Christopher Caswell and Mr Peter Hooley have been awarded a £4,500 grant by the Leverhulme Trust to fund a three-month project on the subject of decision making in research finance. The study is expected to include the work of grant giving agencies in the US, France and Sweden as well as Britain and will investigate the priorities and processes involved in granting research fund applications.

### King's on show

Leading British industrialists yesterday attended a one-day symposium at King's College, London, held to demonstrate the range of research carried out there. Lectures included those on microprocessor applications, information retrieval, and genetic engineering and this was backed by an exhibition of current research projects.

### All systems go

Sheffield Polytechnic's new £200,000 computer was officially inaugurated by the city's mayor, Councillor Mr E. A. Hattersley, on Monday. The IBM 4341 machine is eight times more powerful than the one it replaces and will allow up to 120 users to operate terminals at the same time, more than twice the previous maximum.

### Coal cutter

A research programme to develop new forms of automation in coal mining has been given a £130,000 grant by the Wolfson Foundation. The project, which is being undertaken by chemical engineers at Bath and Cambridge universities, is aimed at using microprocessor devices to control coal cutting machinery which will automatically steer themselves along undulating seams.

### Open Tech bars poor paid

The proposed Open Tech programme runs the risk of being restricted to well-paid workers and those with sympathetic employers, the Advisory Council for Adult and Continuing Education has warned.

In response to the Manpower Services' Commission's consultative document the council welcomes the plan to provide more technical training and retraining opportunities for adults both in and out of work.

But it criticizes the document for failing to consider the problems of the unemployed, in paying for formal education or training. These extend beyond paying fees, to travel costs, buying study materials and books, child care and even loss of earnings, ACACE says.

## Paul Flather reports from the OECD conference

# Paris points the way ahead

Conferences rarely solve crises. And it was nothing less than a "crisis of confidence" that was at the top of the menu of the conference on higher education policies for the 1980s sponsored last week in Paris by the Organization for Economic Cooperation and Development.

As Professor Peter Karmel, chairman of the conference, and of Australia's Tertiary Education Council, put it in his opening speech: higher education in industrialized countries is in the midst of a crisis of confidence fast approaching alarming dimensions.

No longer can politicians, and policy makers sell higher education to the public just on the grounds that it will extend social equity and catapult forward growth rates. Indeed increasing graduate unemployment suggests it is not even producing the skilled manpower to fill jobs.

No one solved this crisis. But senior civil servants and academics gathered in new buildings of the Chateau de la Muette, the headquarters of the OECD, did talk about the issues intensively for three days. And they did agree they all faced similar problems.

## Pressure from the over-25s

Increasing numbers of students over 25 are entering universities in almost every OECD country, presenting new opportunities and problems.

Background statistics reveal that in Germany, Spain, Finland, and probably the Netherlands and Denmark, the upward trend noticeable since 1975 has now reached 15 per cent or more of the total enrolment.

In Sweden where the government has taken special steps to increase access for older students this proportion has reached almost 50 per cent in 1976.

For governments monitoring higher education the shifts in the social demand of students, together with the growth of new non-traditional groups of learners, means pressure for reform. OECD forecasts reveal that between 1980 and 1985 the annual growth rate in the 20-24 age group entering universities is likely to be more than 2 per cent in Germany, Australia and the UK and an average 1 per cent in most OECD countries.

The links between admissions policies and financing arrangements, including the level of tuition fees which at present contribute no more than a third of the total costs, need to be reviewed as a result.

One of the questions posed by the working group was just how much should the new groups, especially adults, pay towards their tuition.

The trade union representatives naturally argued strongly for the excess capacity in institutions to be used to extend higher education without imposing fees on adults.

The working group decided that while access raised purely political issues of social equity which would require different solutions in different countries, higher education still had to find ways of accommodating real-world demands among students.

There was general agreement that the traditional entry criteria - marks and grades - should be relaxed to include more individual assessment.

## Teachers' union presses for Burnham FE seat

by David Jobbins

The major college lecturers' union faces renewed pressure on its near monopoly of seats on the Burnham national and local negotiating bodies.

The threat comes from a non-TUC affiliated union, the Assistant Masters' and Mistresses' Association.

The new ministerial team at the Department of Education is already considering whether to confirm the decision in principle by the last Secretary of State, Mr Mark Carlisle, to allow the Association of Polytechnic Teachers a seat on the Burnham Higher Education Committee.

These great problems were contracting budgets, declining enrolments, and increasing graduate unemployment. In the changed climate what was needed was not just a tightening of belts but dramatically new policies.

As Professor Karmel warned the delegations from the 24 member countries, higher education could no longer be taken for granted. The consequences of not responding would be irretrievable damage. As someone else put it: the choice open to all members therefore was a slow haemorrhage against some swift surgery.

Proceedings were given a pretty brisk start. Agreement on the crisis did not mean agreement on strategies. The French education minister, M. Alain Savary put the bureaucrats on the edge of their seats by professing unashamed expansion of the system. But as one delegate said: "The most warming speech I have heard for years. But can he really do it?"

Immediately after came the new realism from the American under-secretary for education, Mr William Clotson, who stated bluntly that United States education was being contracted - both to fit in with Reaganomics and

to maintain the decentralized traditions of the system.

The British, well down the road of contraction, stressed that the key was just how quickly and how effectively institutions would respond. Because if they did not political intervention would inevitably have to follow.

This produced the most celebrated intervention of the conference: the Dutch said bluntly if institutions failed to respond they would have to be closed down to allow new "more relevant" institutions to emerge. This became known as the Dutch solution, rather unfairly.

Stalking the whole conference were a number of key concepts - essential in any discussions but almost impossible to pin down. Perhaps during the next ten years expressions like autonomy, quality, employment relevance, and mission will have been traced down.

So a decade of change is launched. Perhaps the best epitaph came from an American delegate: "From the 1950s higher education has been constantly taking off. Now at last the seat belt sign is off and we have got time to walk around the cabin. We can look at the machinery at last - like quality."

## How student costs vary

The average cost per student in universities has fallen since 1975, according to OECD research.

The most recent figures show that the unit cost in the Netherlands in 1976 was \$US\$580, and at the other end of the scale, the unit cost in Yugoslavia was \$US\$810.

In 1975 costs were highest in the Netherlands, Switzerland and Denmark, followed by the UK and Sweden and at the cheap end France, Italy, Yugoslavia and Spain.

By last year after the expansion of the 1960s and early 1970s most OECD countries had experienced several years of stagnation or even contraction, and it was felt financing was now at a turning point.

The working group looked at ways to

reduce costs, and increase the amount of money coming into education from the private sector. It was noted that Japan was having to support its private sector more and more.

Three points emerged: that government repayable loans schemes would not attract the significant amounts of money needed, especially in times of inflation when repayment became difficult; that more emphasis should be put on the principle "the who benefits should pay"; and that institutions should market their services positively.

Staffing rigidities were also discussed, and there was interest in the French and Danish decisions to fix future recruiting levels.

## Courses changed to meet labour demand

Increasing graduate unemployment made a review of course content and planning strategies. Two trends were thought likely: graduates would have to settle for more lower level jobs and they would have to aim for private sector employment.

The mismatch between graduate supply and demand needed solving and, while all delegations expressed reservations for manpower planning, it was felt a "broad steer" would be needed.

Most emphasized that liberal arts graduates would be more employable with greater numeracy, personal qualities and the cognitive skills for the world of work. The quality of graduates could be changed by changing courses.

## Autonomy must be reduced

A central issue in the next decade will be devising new partnerships between the individual institutions and the central authorities - and most delegations agreed this would mean reducing the traditional autonomy enjoyed particularly by European universities.

Autonomy proved the most abstract of ideas at the conference. But four key questions were identified: does higher education deserve special treatment; what does autonomy mean; who should participate in decision-making; and

He suggested that students might do two-part degrees, taking four subjects for the first two years, and taking two subjects for the remaining year. "Breadth connotes balance rather than imbalance, plurality rather than monopoly, and coherence rather than fragmentation," he wrote.

He quoted one study which revealed that the need for specialists such as engineers and lawyers was only 30 per cent of the total graduate demand. The rest was for competent generalists.

The most fruitful points came in discussing which new groups should participate in making decisions and how accountable institutions taking to be to local and regional groups. In Sweden for example it was noted that trade unions already play a key role in formulating curricula. Perhaps this should be extended to other OECD members.

What is the trade-off between democracy and efficiency?

AMMA leaders argue that they should have a seat during the next two or three years when crucial decisions are to be made.

With the review of the committee's composition effectively over, AMMA's initiative, certain to be endorsed formally at its annual conference next week, is aimed less at Sir Keith Joseph than at local authority leaders.

"Large numbers of our members in the schools, who have been members for a long period, would wish for a whole variety of reasons to remain our members," assistant secretary Mr Peter Smith said.

APT leaders have called for an early meeting with Sir Keith to discuss the question of recognition.



An operator pictured with a PERQ computer, which ICL is manufacturing and marketing in Britain under licence from the Three Rivers Computer Corporation of America. The Science and Engineering Research Council has signed an agreement with ICL to collaborate on future developments of PERQ and has decided to buy the computers for its own scientists and research workers in universities and other centres. It is expected that more than 200 PERQs will be bought under this scheme and a first order of 20, valued at £500,000 has already been placed.

## South London opens up

by Charlotte Barry

An Open College of South London is to be set up next year following agreement between South Bank Polytechnic and local colleges and adult education institutes.

The new scheme will be modelled on the Open College of the North-West which provides alternatives to A level for adults wanting a second chance to enter higher education.

Enthusiastic support for the proposals was given at a recent meeting attended by representatives from Southwark and South London Colleges, Southwark and Lambeth adult education institutes and Moseley College.

A bid for financial support will be considered by the next meeting of the Inner London Education Authority's

further and higher education sub-committee in November. The college hopes to employ a small nucleus of full-time staff and is likely to be based at either South Bank Polytechnic or the former Strand School in Brighton.

Mr Roger Jinkinson, assistant to the director at South Bank and mastermind of the scheme, said: "I think it's a very exciting move which can actually open up existing resources in various educational institutions to people who wouldn't normally go to them."

The consortium intends to start next year by bringing together the existing "access" courses for ethnic minorities and women returners, study skills classes and adult literacy schemes under an umbrella title. The second phase will involve rewriting existing courses or inventing new ones as an alternative to A level.

## The Times Higher Education Supplement

### Important news for New Subscribers in the United States of America and Canada

New subscribers to The Times Higher Education Supplement in the U.S. and Canada can now take advantage of our special introductory rate of \$60\* for a year's issues. Simply complete the coupon below and our computerised subscription service will process your order at once.

\*Payment must be made in US dollars only.

Please send me The Times Higher Education Supplement for one year. I enclose my cheque for \$60, made payable to Times Newspapers Ltd.

Please print  
NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_

Signature \_\_\_\_\_  
Date \_\_\_\_\_

Mail this coupon with your cheque to Times Newspapers Limited Supplements Subscription Manager, Oakfield House, 35 Perrymount Road, Haywards Heath, West Sussex, RH16 3DH, England.

Other overseas subscribers should write for information to the address above.

## Teaching 'must fit students to work'

by John O'Leary

Students are more responsive to the needs to the labour market than institutions, which are likely only to accentuate damaging fluctuations in numbers by taking action themselves.

This was the view of Mr Geoffrey Prior-Wandsworth, chairman of the Standing Committee of Employers of Graduates, expressed at the first open conference in the Leverhulme inquiry into the future of higher education. The meeting, held at the Polytechnic of Central London, attracted about 100 academics and industrialists for a day's discussion of higher education and the labour market.

## Poly staff accused of sabotage

A polytechnic careers adviser launched an unexpected attack on his academic colleagues at the conference, accusing them of sabotaging attempts to alter the balance of courses and promoting their own research interests.

Mr Julian Ayre, head of the careers, placement and liaison service at Middlesex Polytechnic, said that the polytechnics had failed in the terms laid down by the late Mr Anthony Croeland, and had rightly acquired the label "polytechnics."

Academics at Middlesex had resisted attempts to cut down on the humanities, which were better done by universities, by putting up a proposal for a new degree soon after it

Mr Prior-Wandsworth said that the number of students now in higher education was about right for industry's needs and since the difficulty of forward planning left a margin of error of at least 30 per cent, further expansion would be difficult to justify. Most firms would be employing fewer people in the next 20 years, but a higher proportion of the workforce would need to be graduates.

Professor W. F. Gutteridge of Aston University agreed that the content of courses must be reassessed, in the arts and humanities at least. Some students now appeared not to be genuinely interested in their subjects and were no longer acquiring the communication skills

which classical degree courses were expected to provide.

Mr Prior-Wandsworth appealed to institutions and his colleagues in industry not to destroy the bridges which had been built between them now that economic crisis faced them. Careers services on one side and sandwich placements on the other would both be obvious targets but should be preserved.

Mr John Jellis of British Gas agreed that it was the quality of graduates and not the quantity which was worrying industrialists. He was looking for graduates with "the helicopter factor" - the ability to hover and rise above a problem.

## Rules of thumb 'need to change'

Many "rules of thumb" long accepted in higher education, including the way students win places in universities and colleges, will have to change, Professor John Ashworth, vice chancellor of Salford University, told the conference.

Professor Ashworth, a former chief scientist to the Cabinet's Central Policy Review Staff, disclosed that Salford had had to refuse places to engineering students with A level scores of 10 to 12 points (two Bs and a C, to three Bs).

"I have had to do this to stay on course for what the University Grants Committee has told us to do."

He said the A level attainments of prospective students had rocketed, and in the changed climate new procedures for allocating places were needed.

A second rule of thumb in need of reform was the link between fees and course costs. In the "funny market" of higher education, students were just "£1,000 cheques with legs" but this, disguised how much different courses cost.

He asked if fees paid on behalf of engineering and arts students should remain the same. At present arts students were desirable just because their costs were so low, he said.

## PhD's future prospects look bleak

Few PhD students are likely to be supported by the Social Science Research Council during the 1980s, Dr John Edwards, former head of postgraduate training at the SSRC, said.

A cadre of teachers and researchers had been built up in universities to the point where there would be little demand for traditional PhDs. Numbers under the sponsorship of the Council had already been cut to 900 and the picture for the coming decade was bleak.

Dr Edwards said careers advisers

should try to persuade undergraduates not to continue their studies on a full-time basis. Many students joined postgraduate courses for a career in academia without thinking about the shortage of jobs.

The traditional PhD course was designed with an academic career in mind and was not ideally suited for those going into other jobs, Dr Edwards said. There might have to be a move away from the payment of full-value awards to those who were taking PhDs in order to boost their own career prospects.



North American news

Commission pursues excellence

by Paul Flather

There is no doubt that the quality of postsecondary education has declined in the United States during the past two decades, Mr William C. Cline, US under secretary of education, said last week. He urged a renewed emphasis on improving quality.

In a key-note address to a conference on higher education policies for the 1980s, sponsored by the Organization for Economic Cooperation and Development in Paris, Mr Cline revealed that the US government had set up a national commission on excellence to tackle this issue.

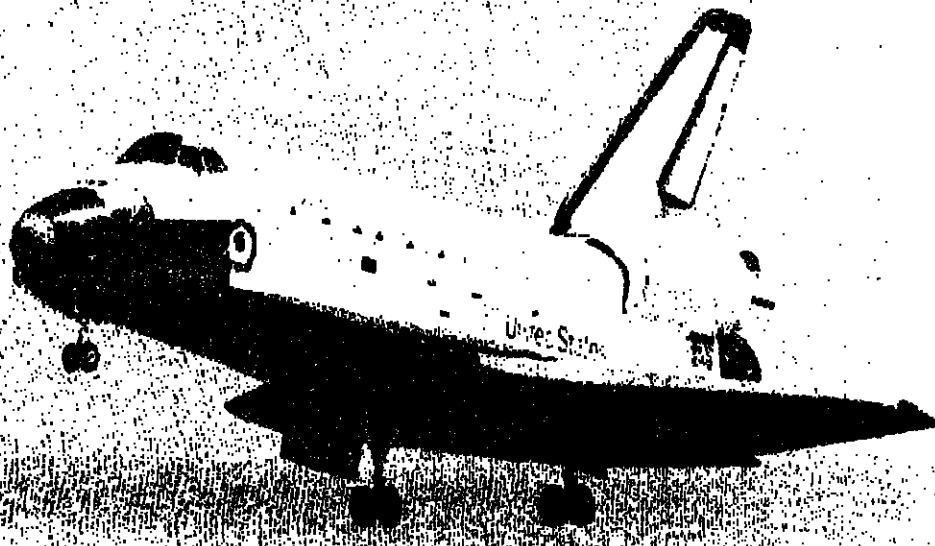
The commission will examine courses which consistently turn out students with high success rates in college and entrance examinations, and publicize their research widely for others to follow.

It will also make recommendations on what higher education can contribute towards contracting the poor preparation of students in basic learning skills. Its main task, he said, was to enhance excellence in learning in schools, colleges, and universities.

"We have come a long way in the past few decades towards making higher education accessible to all who want and can benefit from it. We cannot waver from the goal. On the other hand a degree too easily earned is a mockery," he said.

Entrance examination scores by graduates and professionals were declining, many college graduates were unable to communicate effectively in English, and there was widespread ignorance of any foreign languages.

Mr Cline justified the US overall strategy to reduce expenditure on education and said the government was considering switching money out of higher education.



Who is to train the men to push technology past the space shuttle?

Staffing crisis hits technology

from Deborah Kasoff

WASHINGTON Critical shortages of staff in engineering departments at a time when enrolments are soaring are threatening to rob America of crucial leadership in technological innovation.

This stark appraisal is shared by industry, education and government, and private industry is being blamed for the problem. Across the country 2,000 engineering faculty jobs remain unfilled.

Although engineering majors comprised only seven per cent of 1980-81 bachelor degree candidates, they received 65 per cent of all job offers made to graduates last year, and due to the current shortage of engineers in the marketplace, businesses are paying top dollars for them, according to the College Placement Council, Inc.

Petroleum engineering graduates are drawing average annual salaries of \$26,652, 11.8 per cent more than

in 1980, and average annual salaries for chemical engineers have risen 12.7 per cent to \$24,360. In contrast, although humanities and social science majors accounted for 33 per cent of bachelor degree graduates, they received only four per cent of last year's job offers. Average annual remuneration ranged from \$13,992 for degrees in social science to \$14,448 for those in the humanities.

A National Science Foundation official, Mr Louis Mayfield, claims that because engineering schools cannot compete with industry's salaries they cannot attract enough staff to meet the needs of increasing enrolments. Industry would have to take steps to support engineering education, he said.

"Where is the money going to come from to make faculty salaries competitive? Certainly the National Science Foundation isn't going to get the money to make up the difference," he said in reference to recent

cuts in the foundation's budget.

The Exxon Corporation is one company which has taken steps to help. Its Exxon Education Foundation recently announced a \$15m programme to help support doctoral students headed for teaching careers in engineering and to provide salary supplements for untenured engineering professors.

Exxon's grants to 66 colleges and universities will allow 100 doctoral candidates to receive an average of \$50,000 each over the next three years, and 100 departments of engineering will each get \$20,000 annually for five years.

"Without corrective action of this sort, there is a real doubt that engineering colleges will be able to meet the manpower needs of industry and defence," said Mr W. Edward Lear, executive director of the American Society for Engineering Education.

Legal eagles to get psychology wings

Johns Hopkins University and the University of Maryland have joined forces to offer a programme which allows students to earn both a law degree and a doctorate in psychology after five years. The goal of the law and psychology programme is to train students to apply their skills in psychology to the solution of legal problems and to break down the barriers that often separate the two disciplines.

"There is a distrust in the legal profession toward social science research. In fact, there is frequently antagonism between the two groups," said Dr Donald Bersoff, the coordinator.

According to Dr Bersoff, who is both an associate professor of law at the University of Maryland School of Law and a professor of psychology at Johns Hopkins, there is a large measure of misunderstanding within the legal profession of the goals and methods of psychological research and this misunderstanding is often a reflection of differences in the type of training lawyers and psychologists receive.

Stanford screens by computer

from Charlotte Beyers

NEW YORK Candidates for Stanford Business School in 1982 will, for the first time, be selected partly by computer in order to assess which are most likely to succeed in the rigorous two-year course. Stanford is believed to be the only business school using computerized screening.

"In evaluating academic potential we look at undergraduate grade point average, the major, age, the verbal and quantitative scores on the graduate and management admissions test (GMAT). We also want to know their college excellence score or 'ave' a student performs the GMAT compared with the average scores for this test and his university."

explained Kathleen Gwynn, director of admissions. "After the computer appraisal each application is reviewed carefully. If rejected, we want to check and see if we missed anything to still make him a candidate." Ms Gwynn continued, "we also attempt to assess the student's managerial ability."

Last year the business school received 5,192 applications - 317 were admitted. The successful candidates came from over 100 different institutions and 27 countries. There were approximately three times as many men as women.

Their average salary after leaving the business school was \$35,000, Ms Gwynn said.

Overseas news

Mountain campaign launched

from Thomas Land

An interdisciplinary study mounted by several universities trying to reverse the degradation of land in the Himalayas is about to lead to a global campaign to conserve the earth's remaining forest cover. The campaign was announced at the fifteenth session of the general assembly of the International Union for the Conservation of Nature and Natural Resources (IUCN) in Christchurch, New Zealand, which ends today.

The whole of the Himalaya is locked in a gigantic environmental disaster due to the relentless growth of population pressure and the uncoordinated exploitation of its timber resources, according to a study published by the UN's Development Forum in Geneva. Its author is Professor Jack D. Ives of the University of Colorado, coordinator of a rapidly expanding study of the UN University on highland-lowland interaction.

He considers that "present trends will ensure the total deforestation of Nepal by the end of this century, the development of widespread mountain desertification and the accelerating deterioration of the downstream environment of the Gangetic plain". Such trends are "widespread throughout much of the tropical and subtropical mountains world".

The global conservation campaign is to be focused on tropical forests. It will be associated with environmental impact assessments of many development projects advancing in the hungry belt of the globe. The scheme is backed by more than 50 states and hundreds of governmental agencies and international bodies which are members of IUCN, an independent organization.

The conservation campaign, which is to be launched early in 1982, will accompany a dramatic intensification of the mountain studies. As part of the programme, which includes the mapping of mountain hazards as a basis for land-use planning in Nepal, has now been completed by an interdisciplinary team of anthropologists, geomorphologists and social scientists. Its results are to be published in *Mountain Research and Development*, a journal just launched by UNU and the International Mountain Society with financial assistance from the UN Educational, Scientific and Cultural Organization and the Study Group for Comparative High Mountain Research, Munich.

Bombay may divide university

from A. S. Abraham

BOMBAY Bombay University's vice-chancellor has suggested breaking it up into three campuses, one in traditional city premises built in 1857, a second on the suburban periphery and the third, essentially for technical studies, in Bombay's rural hinterland. A fourth campus for Goa (whose 18 colleges are now affiliated to Bombay University) can be considered, he says.

Each campus will be responsible for undergraduate teaching, examinations and administration, but Bombay University, still a prestigious institution by Indian standards, would award the same degree in all cases. There would, as now, be only one vice-chancellor, registrar, senate, academic council and other bodies to preserve the university's "single character". The vice-chancellor feels such decentralization would help to stem the gradual erosion in standards.

The university now extends over 500 kilometres. It has more than 120 affiliated colleges, 47 "recognized institutions", 30 postgraduate departments and over 140,000 students.

The maximum size of an affiliated university, according to the authoritative 1956 Education Commission, is 30 colleges, with emphasis on teaching rather than conducting examinations. By these standards, Bombay University is obese.

Botha retreats from reform

from Craig Charney

JOHANNESBURG An authoritative government commission has called on the government to drop race barriers at South African universities - but the authorities remain as deaf as ever.

The recently released report of the De Lange Commission on Education, an official body set up a year ago to recommend how to equalize and restructure the educational system in South Africa, urged the "granting of autonomous educational institutions in higher education to decide who should be admitted as students".

It also urged replacing the four education ministries, one each for the ruling white minority, the mixed-race students, the Indians, and the African majority, with a single ministry.

These recommendations were rejected in a White Paper released with the report, to the dismay of commission members and educators. The De Lange Commission was a body of 24 education experts established by the government in the wake of last year's school and university boycotts by black students demanding the equalization of educational opportunities.

While it included a few relatively conservative black educators along with white moderates and liberals, none of the commissioners - or their recommendations - could be termed radical.

"We don't want to enforce integration or segregation," said commission chairman Professor Pieter De Lange, rector of the Rand Afrikaans University. Nor did his report call for any form of affirmative action or bridging courses to compensate for the inferior education given to black schoolchildren.



Things are unlikely to improve for the black African student.

However, the White Paper laid down that the present racial policies governing higher education must continue, while affirming a commitment to separate but equal systems.

At present, black students must attend segregated universities generally considered inferior to those for whites unless they are following courses offered only at the white institutions.

Most of the commissioners have expressed their disappointment at the government's response to their report. In a joint statement, eight of

them called the White Paper "an unfortunate and ineffectual document" and "a slap in the face".

Political commentators saw the official response to the report as part of the general retreat from the reformist hopes aroused early in the reign of Prime Minister P. W. Botha.

Dr Arap Boraine MP, education spokesman of the opposition progressive federal party said the government reaction to the report is sterile, negative and devastating to black people in particular.

Promise of reforms

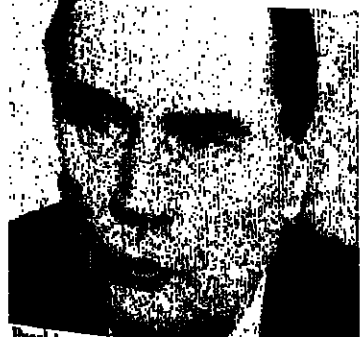
from Guy Neave

PARIS Major reforms in France's higher education are to be presented to the national assembly next October.

Education minister M. Alain Savary recently told the National Council for Higher Education and Research that although the senate is unsympathetic, he wants a Bill drawn up which includes student participation in university affairs.

The declaration is a bitter disappointment to those on the left who looked for root and branch reform this autumn.

M. Savary went to some length to head off the full weight of protest by announcing that, shortly, new criteria for validating postgraduate and doctoral level studies will be unveiled. This reverses the highly unpopular decision taken in the summer recess of 1981 by the previous regime to cut graduate study to the bone, particularly in social sciences.



President Mitterrand: changes.

One issue of an especially explosive nature remains outstanding. This involves the entry conditions to French universities for overseas students.

With the return of President Mitterrand's party to power, it had been confidently expected that the Imbert Law governing overseas student entry would be rescinded. Since 1979, it has caused protests to be burnt in Grenoble and sit-ins at Perpignan and Paris.

Though this law has been abolished, its essential conditions remain. Foreign students will still have to sign on for a pre-enrolment year.

University 'lied over student intake'

The University of Kosovo may have possessed less than half of the 45,000 students it claimed last year - according to revelations in the Yugoslav press.

Following last spring's student disturbances, which began as a demonstration against poor living conditions and ended with demands for republic status or full independence for the Autonomous Province of Kosovo, it was decided to cut back the number of university admissions.

"In line with the needs of Kosovo's economy", and at the same time to tighten up university and party discipline. The rector, two of his assistants, and several Provincial education officials resigned.

The university was founded in 1971 as the University of Pristina, with some 10,000 students, and a target of 15,000. In 1980, when its name was changed the total was, however, 45,000, although this was partly due to the absorption of other institutes such as the Pristina Art College.

In all, the province was said to contain some 51,000 students receiving tertiary education. Since the total workforce is only 175,000, this was clearly disproportionate.

Following the disturbances, it was decided to keep admissions this year down to a minimum, and only 8,500 full time and 5,450 part-time students joined the university when it opened on October 1 - a drop of 19 per cent from last year.

However, at the end of August, the Belgrade journal *Kommunist* revealed that, at the end of the last academic year, the University of Kosovo possessed, in fact, only 20,434 students, with 8,174 students enrolled at other higher educational institutes throughout the province.

Immediately speculation broke out that the figures had been manipulated to attract extra federal funding. The "autonomous" status of Kosovo, and the Yugoslav commitment to local "self-management" is tempered by generous federal funding for the under-developed regions of the country.

Boost for research budget

from Uli Schmetzer

ROME In its first annual budget Italy's new five-party coalition headed by a former professor has earmarked a record £2.2 billion for scientific research. The research budget was 42.3 per cent higher than last year's.

At the same time national research council (CNR) president Ernesto Quagliariello announced that an additional 3,000 full-time researchers would be employed to bring the number to 35,725.

The CNR president said the budget would be met 51.6 per cent by the government and 48.4 per cent from private industry.

The bulk of the budget has already been allotted to research in engineering and new technology (\$3.5 per cent or almost £1 billion) while nuclear research has been granted the second highest amount of £270m or 12.3 per cent of the budget.

Next are chemical science (11 per cent) biology, medicine and physics. Signor Quagliariello pointed out that although the budget had opened new horizons for scientific research in Italy the finance was only half of that earmarked for research in most developed Western countries.

The "windfall" was accompanied this week by a warning from the Minister of Scientific Research, Giancarlo Tesini, who said the utilization of new funds must be improved to avoid waste, duplication of research initiatives and the "over-bureaucratization" of researchers.

He called for a restructuring of the CNR to enable the council to function more efficiently and speedily.

Poles take soft approach

Poland's latest academic protest - of would-be medical students has revealed a remarkable degree of self-control and appreciation of political reality on the part of the new Independent Students' Association (NZS).

The protesters - who wished to be admitted to medical academies (for the new academic year - had staged sit-ins at a number of medical academies, with the participation of their parents and in many cases reinforcing their demands with protest fasts. The NZS, however, refused to support them, maintaining that reduced admissions were inevitable in the present economic crisis.

The protests came at a time when the Polish medical service is under considerable strain. Supplies of medicines and equipment from the hard currency area are totally curtailed, there are reports of outbreaks of scabies and (in Gdansk) typhoid, due to a lack of soap and elementary hygiene products.

There are also reports of deaths to which the current food shortage has undoubtedly made its contribution. The health service is certainly understaffed - but at the present, increased admissions are simply impractical.

The NZS has an awareness of reality rare in an organization which a year ago existed only as a protest group and achieved legal status barely eight months ago. They have done all in their power to effect a compromise and the proposed settlements from the various academies has been generous, including priority for admissions for the protesters in 1982-83, temporary exemption from military service, and the chance of working as hospital orderlies.

In Krakow, where since the social changes of August 1980 there has been considerable pressure to reverse the decisions of the 1950s which separated the Medical Academy from the Jagiellonian University, a number of the unsuccessful applicants to the medical academy have been offered university places.

Nevertheless, it has been made abundantly clear that any such concessions depend on an immediate return to normality. In Krakow the faculty councils of the Medical Academy stressed that protesters who did not terminate their sit-ins by October 10 would be barred from future admission to the academy, a lead which for the most part has been followed throughout the country.

China solves lawyer shortage

Li Yunchang, China's first vice-minister of justice, has announced that 37,000 outstanding army officers, between 29 and 45 years old, have been transferred to civilian work and are now receiving judicial training. After graduation they will be assigned to public security departments, procuratorates and courts at all levels.

More than 200 professors, scholars and lecturers from all over the country are now in Peking compiling teaching materials for law universities, middle (secondary) schools and advanced training courses. A few key middle schools in the major cities introduced optional law courses at the beginning of this academic year.

China's socialist legal system, built up from Liberation in 1949 to 1966, suffered severe damage during the cultural revolution.

The Times Higher Education Supplement

Important news for New Subscribers

New subscribers to The Times Higher Education Supplement can now take advantage of our special introductory rate of £22.50 for a year's issues - even cheaper than buying it from your newsagent. Simply complete the coupon below and our computerised subscription service will process your order at once. \*Offer applies to new subscribers in the UK only.

Please send me The Times Higher Education Supplement for one year. I enclose my cheque for £22.50.

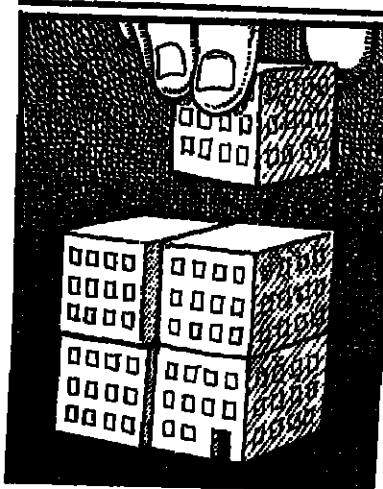
Please print  
NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_

Signature \_\_\_\_\_  
Date \_\_\_\_\_

Mail this coupon with your cheque to Times Newspapers Limited Supplements Subscription Manager, Oakfield House, 35 Perrymount Road, Haywards Heath, West Sussex, RH16 3DH.

Overseas subscribers should write for information to the address above.





Charlotte Barry on extra study opportunities for local people at polytechnics

## A taste for refreshers

The polytechnics should rightly be seen in the vanguard of continuing education developments in the universities and colleges. Part-time degrees, preparatory courses for mature students, in-service training for the professions and short vocational refresher courses are all a common feature of polytechnics.

The fact that most polytechnics are sited in urban, industrial areas and have strong local connections means they are in a strong position to serve the needs of the immediate community.

However the pressure on polytechnics to be vocational, and the existence of traditional structures and entrenched attitudes means they do not always find it easy to identify their role in continuing education.

Should they be concerned solely with mid-career training and retaining or should they concentrate more on reaching out to those who have not experienced education since leaving school and need a second chance? There are additional difficulties in finding resources for continuing education, which does not have strong legislative backing, and the challenge of working with mature students which demands such different teaching skills.

In spite of these potential setbacks, the importance of continuing education in the widest sense has been recognized by the polytechnics since their beginning. The White Paper of 1966 and 1972, although paying a certain amount of lip service to the concept, emphasised that polytechnics should be genuinely comprehensive institutions providing not only all types of courses but for all types of students.

Writing on the new polytechnics as early as 1968, Mr Eric Robinson (now principal of Bradford College) said: "The academic range of the polytechnic should clearly be determined by the needs of part-time students, for the part-time students have nowhere else to go."

The recent Department of Education and Science green paper considering the planning and funding of non-university higher education is reverberating further than England.

For the consultative document, suggesting a new central body coordinating finance and management, is involved in exactly the same debate as Scotland, and advocates a system similar to that of the Scottish central institutions at the very time when Scotland might have been considering a structure similar to present English one of centrally financed but locally run institutions.

Everyone in Scotland agrees that its tertiary sector is hopelessly fragmented, mainly as a result of historical accident.

There are the eight universities, run on a UK basis; fourteen central institutions, roughly the equivalent of polytechnics, administered and financed by the Scottish Education Department but with independent boards of governors; seven colleges of education run on the same lines but by a different group of civil servants; and more than fifty further education colleges run entirely by the local authority.

The notion has persisted in Scotland that separate institutions have separate purposes, and this has led to anomalies such as the central institutions being allowed to diversify while the education colleges were not.

What amounted to the liquidation of English colleges of education was carried out without the trauma of the recent closing of three Scottish colleges, with flexibility between institutions enabling teacher education to become one of a number of disciplines within a college.

The Scottish system has come under increasing attack over the last few years as lacking cohesion and flexibility. In a country smaller in terms of numbers than the Inner London Education Authority, instead of a unified tertiary sector, there are in effect four separate and defensive units.

Seven years later The Reverend, Dr George Tolley, principal of Sheffield Polytechnic, told a National Union of Students conference on part-time students that part-time courses should not be seen as a cheap and nasty alternative to full-time education, nor as a sop to the mature students. "I hold that the part-time route is not only valuable but essential... and that we should be seeking dignity not denigration in part-time provision," he said.

Gauging the full extent and type of continuing education in polytechnics is not an easy task. No institution can assess accurately just how much money and staff time goes into providing short courses or part-time degrees and diplomas.

A survey carried out a year ago by the Polytechnic Standing Conference on Continuing Education (now the Polytechnic Association for Continuing Education) did provide some pointers. The 24 out of 30 polytechnics which replied considered continuing education to be an integral part of their role.

More than half considered short, vocational courses to be their most relevant contribution to continuing education, although part-time degrees and diplomas were also considered important.

Few polytechnics had made any separate structural arrangements for the provision of continuing education, and it was generally subsumed into the work of schools, faculties or departments. About a third had a dedicated policy to promote this sort of activity, and in a few a member of staff had specific responsibility for doing this.

Figures supplied by the Committee of Directors of Polytechnics show that the number of part-time students on advanced and non-advanced courses has actually gone down slightly in the last three years (see table). This can be accounted for partly in the decline in non-advanced courses, the reluctance of employers to provide educational leave and the

lack of grants for part-time students.

Short courses, mostly professional, are booming and the number of students has doubled to 81,000 in the last six years. They are encouraged by the Department of Education and Science, which last year published a consultative paper setting out ways of making it easier for universities and colleges to cater for this growing market. These included retaining fee income for new developments and the removal of other financial barriers.

The longest-running and most well-known short course provision is at the Polytechnic of Central London which set up a Short Course Unit in 1972 as a separate self-financing registry providing administrative help for academics. Since then the number of students has soared from 2,000 on 74 courses to 12,500 on 430 courses ranging from physiology for hospital physicists to revision courses for A level students.

Another well-known centre is at Leicester, which caters for a readily identifiable constituency in its courses for the textile industry. Other polytechnics, like North-East London and Bristol play a major role in regional management centres.

The polytechnics have also been active in widening general education: opportunities for adults and they attract many more mature students than the universities. On full-time and sandwich courses 45 per cent of all students are aged over 21 and 20 per cent are over 25; on part-time courses 80 per cent are over 21 and 50 per cent over 25; and on short courses 100 per cent over 21 and 60 per cent over 25.

Part-time students on both degree and non-degree courses tend to be concentrated in administrative, business and social studies (47 per cent) with just over 20 per cent in engineering and 11 per cent in science and maths.

Many individual departments, like the humanities and social studies departments at Teesside Polytechnic,

run pre-degree and study skills courses for students who left school a long time ago.

At Ulster Polytechnic the centre for continuing education has maintained a careful balance between post-experience courses, part-time degree and diplomas and wider provision. The polytechnic runs a comprehensive series of second chance and community education courses such as new opportunities for women, child care, counselling for voluntary community workers, supplementary benefits legislation, and accounting finance and marketing for the small business.

Ulster also provides more traditional adult education courses like painting, yoga, squash and creative writing. Foundation and certificate courses which provide a network of pathways and bridges to degree courses like arts and business studies have also been established.

FE. The minority group would see this as exacerbating academic drift and possibly leaving non-advanced FE under financed.

The minority are said to have attempted a compromise by suggesting that the grant to the tertiary sector be given to a national body which would approve courses, but that the administration of all the colleges be carried out by the local authorities.

The regional argument has been greatly boosted by a report several months ago submitted to Strathclyde region's FE committee, hailed by many as an enlightened attempt to rationalize tertiary education on a local basis.

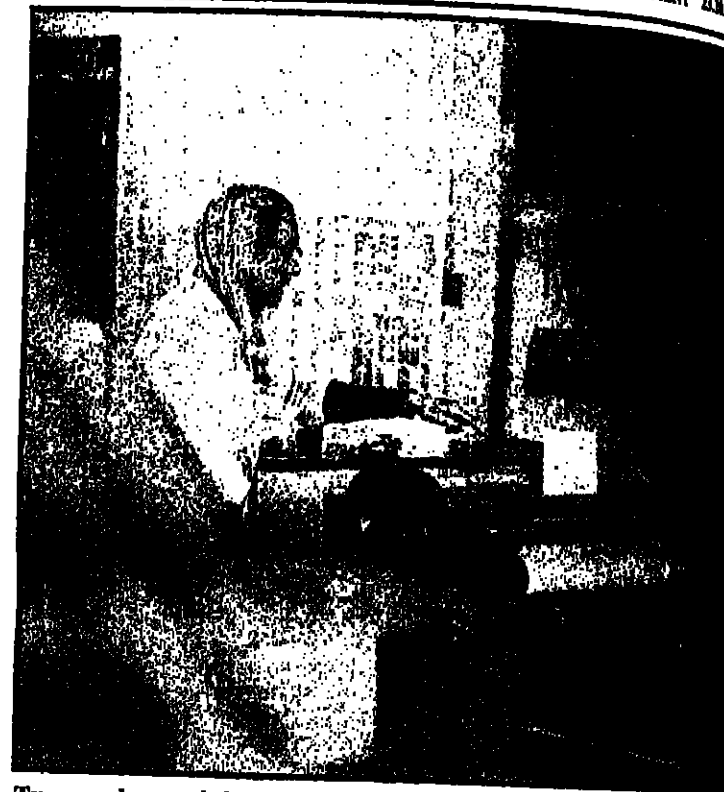
The paper identifies Strathclyde's own local problems, such as high unemployment, and few pupils continuing beyond the minimum leaving age, and suggests a series of education centres, coordinating all education after 16, centres, coordinating all education after 16, including all types of college, community education, Manpower Services Commission courses, and school work.

A major part of the scheme is the availability of vocational preparation for everyone over 16, something to which most people pay lip service but which is rarely pursued. While advanced FE colleges would be designated regional, the local non-advanced colleges would become community colleges.

None of his heads the broad divisions between the advocates of local and central control, and the tertiary council report is likely to suffer from the same problem.

Some bodies may be swayed by the council's thinking; others could well simply reply with their original submissions. In any case, it involves itself in any massive restructuring of the tertiary sector before the end of the present government's term of office.

Olga Wojtas  
Scottish Correspondent



Typography workshop at North Staffordshire Polytechnic.

TABLE

All year's enrolments to advanced and non-advanced courses in the polytechnics 1975/76 to 1980/81.

|         | part-time |              | full-time and sandwich (excluding teacher training and overseas students) |              |
|---------|-----------|--------------|---------------------------------------------------------------------------|--------------|
|         | advanced  | non-advanced | advanced                                                                  | non-advanced |
| 1975/76 | 83,050    | 18,300       | 70,000                                                                    | 2,480        |
| 1976/77 | 65,900    | 15,000       | 72,500                                                                    | 2,250        |
| 1977/78 | 66,700    | 18,500       | 81,000                                                                    | 2,300        |
| 1978/79 | 60,550    | 13,450       | 83,000                                                                    | 1,950        |
| 1979/80 | 60,880    | 14,580       | 92,000                                                                    | 1,800        |
| 1980/81 | 59,300    | 12,150       | 97,000                                                                    | 1,800        |

At Newcastle Polytechnic, Mr Harry Mitchell, the coordinator of recurrent education, is busy developing a consortium with the six further education colleges in the area.

Another polytechnic linked with educational advice for adults is Hatfield, which houses its own service a hut on the campus. Hatfield is known for its shortened day courses for women which have been well emulated.

Exciting developments elsewhere have been the highly successful "later" courses for elderly people being pioneered by North London and Middlesex Polytechnics.

Unfortunately polytechnics have many hurdles to jump. Problems of course funding, student grants, child care facilities and the dominance of full-time courses must be tackled before a comprehensive polytechnic education can be said to exist.

# The educational struggle against tyranny

Wherever repressive regimes gain power, among the first to suffer are the academics. Free thought and its communication are soon identified as threats to the state and censorship is the inevitable result.

Next week the magazine *Index on Censorship* which, like *The THES*, celebrates its tenth anniversary this year, is devoting almost its entire edition to an examination of academic freedom in a dozen countries. Its evidence, though necessarily subjective and patchy, makes depressing reading.

From South Africa to China and the Soviet Union, the picture of censorship and victimization is the same. Even Britain comes in for criticism, if on a rather different scale to that accorded to other countries included in the survey, such as Iran or Libya. The articles are contributed mostly by academics who have experienced the very repression of which they write. Few of the names will be familiar to readers expecting to find a restatement of headline cases like Solzhenitsyn's, but most would strike a chord with those engaged in similar work. Most of the countries accused will cause little surprise: Afghanistan, Brazil, Chile, Czechoslovakia, Pakistan and Nigeria accounting for the remainder. Only Nigeria and Britain might not be considered predictable choices.

In the Soviet Union, for example, Yuri Yarin-Agayev says that more than 40 scholars and scientists have been imprisoned for public dissent, but many more have been arrested. Forced emigration, transfers to other academic area or straightforward dismissal from posts in universities are all used to provide a less palatable but equally effective brake on undesirable activities. And by Yarin-Agayev reminds us that, with the majority of scientists and scholars either actively or passively supporting the system, it is often academics themselves who inform on col-

## John O'Leary reports on an investigation into the repression of academic freedom throughout the world

leagues. Yet, although persecution is not comparable with Stalin's time, some academics are at the forefront of human rights movements and their activities are ruthlessly curtailed. Chile is another country which would be expected to feature prominently in any exposé of academic censorship and oppression. The former vice rector of the Catholic University of Chile, Professor Hermann Schwember, collaborates with an academic still working in Chile to catalogue General Pinochet's interference in the university system.

The extent of the terror following Pinochet's 1973 coup is well known, claiming as it did numerous students and university staff. But full control of higher education has only been formalized in the last year through five "decree laws" which allow for personal restructuring of the universities by the President himself and the imposition of serving or retired officers of the armed forces as vice chancellors.

In Brazil, a social scientist writing under the pseudonym of Paula Pessoa finds evidence of some liberalization, albeit at a strictly controlled level, in later years of the 17 year-old military regime. Dismissed and compulsorily retired lecturers are being allowed to take up posts again but severe cuts in

university funding make this rare in practice.

South Africa, too, is well known for its close control of the education system, enforcing rigid racial segregation at all levels. But Mbulelo Viziikhongo Mzamane sees a supreme irony in conditions now appertaining in the institutions set up to counter-act growing militancy among blacks. These, he says, have become the primary seedbeds of black consciousness, the most serious internal threat to the South African government.

Communist control of higher education is illustrated by Frances Wood, a specialist on China working for the British Library. She points out that the two major activities of academic life - teaching and publication - are both under the control of the Communist Party in China. But there has been a relaxation of some of the stricter controls on academic life since the downfall of the Gang of Four with a gradual growth in the publication of original scholarly works and the rehabilitation of previously disgraced thinkers. It will take time to restore the quality and numbers of intellectuals in the system before the Cultural Revolution.

In almost all the countries included by *Index* there is evidence of resistance by academics despite the efforts of governments to quieten opposition. The South African student who, in 1972, graduated speech sparked off a boycott and continuing opposition to the Bantu education system seemed to summarize the spirit which all the articles unearth: "Mr Vorster must understand that he can ban people but he cannot ban ideas from people's minds," he said in the speech which made him a student hero but led to his flight from South Africa and subsequent death from a letter bomb.

*Index on Censorship* Vol. 5 1981, £1.85 from 21 Russell Street, London WC2.

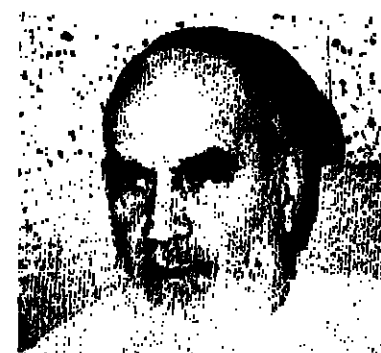
## Iran: Closed until further notice

Ambit the hysteria surrounding the holding of the American hostages by Iranian students, it escaped the notice of most observers that all institutes of higher education in Iran were actually closed. Only the traditional theological schools were and are open.

University staff have not been paid since May 1980 and institutions are in a quandary when the process of liquidation is thought to be complete. Until this indeterminate date, undergraduate students will be left with no opportunity to continue their studies.

According to Jafar Bahar, freedom of debate continued largely untroubled after the 1979 revolution, academic life recovering from the disruption caused towards the end of the Shah's rule. Purges were limited and efforts by hard-line Muslims to take control of the curriculum restricted to the schools.

But all this changed with the campaign by the Islamic associations to "clean up" the universities last year. Ayatollah Khomeini gave support to the action, the associations in storming Tehran University to oust leftist students with the loss of an



Khomeini: Islamic "clean-up"

unknown number of lives, and similar incidents followed at provincial universities. By the summer of 1980 all had closed and are still to reopen.

Even before this, indiscriminate purges of staff had been carried out by Islamic committees, often settling old scores against superiors or academic rivals. Thousands of university and school teachers are said to have been purged, others who had already retired having pensions stopped.

Students abroad are also subject to strict controls. Thousands are selected to go abroad to "propagate and export the Islamic Revolution" but genuine students are denied foreign exchanges for subjects other than medicine and engineering.

## Afghanistan: Party orthodoxy rules

Up to 80 per cent of Afghan university staff have now fled their country to live abroad, often in poverty. Kacem Fazelly, who was Professor of Politics at Kabul University, is one who has chosen such a course rather than allow himself to become the tool of Soviet propaganda.

Professor Fazelly had personal experience of the rigid controls exercised by Communist Party committees and officials before escaping from Afghanistan to live in France. More

than once students taped his lectures for scrutiny by such committees, which exist in every department to dictate the running of every course.

"Academic teaching had to follow the instructions of the Communist Party very closely," writes Professor Fazelly. "In every field the instructions specified the necessity to approach the subject matter in the light of dialectical materialism, the demands of class struggle and the dominant role of the Communist Party. The imprudent or recalcitrant

lecturer who did not take these instructions seriously enough risked arrest and death."

All lecturers had to sign a pledge of loyalty to the party, those who refused signing a death sentence as traitors. Yet, says Professor Fazelly, but partly to the speed at which it has developed but more important, Dr Giffard says, are the political demands of the regime. He sees little reason to think that controls over what is taught are about to be relaxed.

The strength of anti-Soviet feeling in the university was shown last year when student demonstrations took place during which many were killed.

Now many non-scientific departments have been closed and the call has gone out for students to destroy the traditional educational institutions and replace them with new cadres in harmony with the new society of Libya. The unsettled condition of Libyan higher education is attested by the fact that the country has been developed but more important, Dr Giffard says, are the political demands of the regime. He sees little reason to think that controls over what is taught are about to be relaxed.

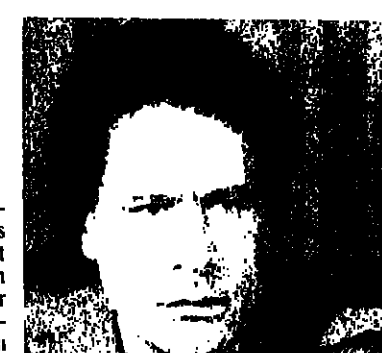
Professor Bown fears that such expansion will bring with it dangers for the integrity of the institutions, as ethnic and sectional interests compete. As the new universities are closely identified with the various ethnic groups in Nigeria, the competition for resources, as well as for places is likely to be intense.

"In society at large, people may find it hard to accept the universities' good faith and may assume that admissions and appointments are as negotiable as everything else," he writes. "Academics, certainly, in the older universities, believe it to be part of their mission to set alternative standards to a society which is not accustomed to them."

"Whether that mission will be fulfilled will depend in part on how far the proliferation of universities dilutes the system. It will also depend on what happens to the new state-sponsored universities which may find it humanly impossible to avoid giving preference to students and applicants for jobs from their own environment."

But Professor Julius Gould's report, *The Attack on Higher Education*, is cited as the result of one such campaign. Its general argument claimed that there was an inherent conflict between the "radical mode" and the "scholarly mode."

There is, say the authors, a real danger of organized ideological in-



Gaddafi: compulsory lectures

Benغازi University and later closed. Gaddafi's philosophy of education is summed up in his Green Book which says: "Ignorance will end when... knowledge is extended to all people in the way which best suits them." According to Dr Giffard, the distribution of places in higher education is actually well controlled, as are the subjects which students are able to study. In the humanities, for example, the most favoured students are allowed to take English, those less favoured French and the rest restricted to subjects such as history and geography.

Last year Gaddafi himself gave a series of lectures, largely on Libyan foreign policy, in Tripoli and had them relayed to Benghazi by closed circuit television. When many students stayed away from the lectures, duplicated transcripts were handed out and examinations held on them.

Now many non-scientific departments have been closed and the call has gone out for students to destroy the traditional educational institutions and replace them with new cadres in harmony with the new society of Libya. The unsettled condition of Libyan higher education is attested by the fact that the country has been developed but more important, Dr Giffard says, are the political demands of the regime. He sees little reason to think that controls over what is taught are about to be relaxed.

The civilian government has modified some procedures but not unseated military nominees to vice chancellors and has allowed the NUC to retain its powers. It is going ahead with an ambitious scheme to increase the number of universities from 14 (compared with six in 1970) to 19 by next year. The number of students is planned to rise from the present 50,000 to 150,000 by 1985 and 300,000 by 1990.

Professor Bown fears that such expansion will bring with it dangers for the integrity of the institutions, as ethnic and sectional interests compete. As the new universities are closely identified with the various ethnic groups in Nigeria, the competition for resources, as well as for places is likely to be intense.

"In society at large, people may find it hard to accept the universities' good faith and may assume that admissions and appointments are as negotiable as everything else," he writes. "Academics, certainly, in the older universities, believe it to be part of their mission to set alternative standards to a society which is not accustomed to them."

"Whether that mission will be fulfilled will depend in part on how far the proliferation of universities dilutes the system. It will also depend on what happens to the new state-sponsored universities which may find it humanly impossible to avoid giving preference to students and applicants for jobs from their own environment."

But Professor Julius Gould's report, *The Attack on Higher Education*, is cited as the result of one such campaign. Its general argument claimed that there was an inherent conflict between the "radical mode" and the "scholarly mode."

There is, say the authors, a real danger of organized ideological in-

## Nigeria: Increasing pressures

A country which has increased the number of university places fourfold over the past decade and plans to triple this number in the next five years would not normally be thought to be stifling academic freedom. But in Nigeria, despite an expansion of higher education unmatched anywhere in the world at present, suspicion remains about the type of system which is being created.

Professor Lalage Bown, now of Glasgow University but for 30 years a member of staff at a variety of African universities, sees the universities coming under increasing pressure to succumb to corruption and abandon standards which academics have attempted to uphold during and since 14 years of military rule.

Although they were responsible for part of the expansion of higher education, Nigeria's military rulers brought their own brand of administration to education, as to other walks of life. Vice chancellors were removed and replaced without recourse to time-honoured traditions of consultations and direct government involvement in the running of universities increased. The Nigerian Universities Commission, for example, had its powers increased from those similar to our University Grants Committee to a level allowing it to be used as an instrument of central control.

The civilian government has modified some procedures but not unseated military nominees to vice chancellors and has allowed the NUC to retain its powers. It is going ahead with an ambitious scheme to increase the number of universities from 14 (compared with six in 1970) to 19 by next year. The number of students is planned to rise from the present 50,000 to 150,000 by 1985 and 300,000 by 1990.

Professor Bown fears that such expansion will bring with it dangers for the integrity of the institutions, as ethnic and sectional interests compete. As the new universities are closely identified with the various ethnic groups in Nigeria, the competition for resources, as well as for places is likely to be intense.

"In society at large, people may find it hard to accept the universities' good faith and may assume that admissions and appointments are as negotiable as everything else," he writes. "Academics, certainly, in the older universities, believe it to be part of their mission to set alternative standards to a society which is not accustomed to them."

"Whether that mission will be fulfilled will depend in part on how far the proliferation of universities dilutes the system. It will also depend on what happens to the new state-sponsored universities which may find it humanly impossible to avoid giving preference to students and applicants for jobs from their own environment."

But Professor Julius Gould's report, *The Attack on Higher Education*, is cited as the result of one such campaign. Its general argument claimed that there was an inherent conflict between the "radical mode" and the "scholarly mode."

There is, say the authors, a real danger of organized ideological in-

There is, say the authors, a real danger of organized ideological in-



Geoffrey Caston examines the experience of tenure and retrenchment in American universities

## Who decides who chooses who goes?

A standard work on academic tenure in the United States was written in 1959 by Clark Byse of Harvard Law School and Louis Joughin of the American Association of University Professors at Columbia University. They summarized the nature of tenure in the words: "Under a typical tenure plan, the institution which has given a teacher indefinite or continuous tenure must continue his appointment until his death, retirement or dismissal for adequate cause, or because of a bona fide financial exigency".

It was clear to the authors that financial reasons can legitimate the dismissal of a tenured academic. As Professor Robert Carr, then chairman of the AAUP Committee on Academic Freedom, acknowledges in the foreword to this work: "The academic profession itself readily concedes that a professor can be dismissed for 'adequate cause', including such grounds as incompetence, neglect of duty, and gross personal misconduct".

A 1972 survey showed that 100 per cent of public and private universities had such tenure plans. A much more recent survey by the American Council of Education shows that in 1979-1980, 64.4 per cent of all university faculty enjoyed tenure, and that it is inching up a point or two every year. It was only 51 per cent in 1969 and is expected to be 77 per cent by 1986. Such averages need to be treated with some care. At the most prestigious institutions the figure may be much higher, for example, it is already 78 per cent at the University of California.

Tenure plans which meet the general criteria cited by Byse vary widely in their explicitness from one institution to another. Their terms are generally set out in university statutes, by-laws or faculty handbooks. In recent years it has become more frequent for them also to be embodied in contracts negotiated with the union representing the faculty. In those few universities which have embraced collective bargaining. As we shall see later, attempts are now being made in such institutions to go into considerable detail of the circumstances in which "financial exigency" can be invoked.

The details of the tenure plan may cover such matters as: how tenure is achieved, the length of probation and the criteria to be satisfied; what procedures have to be adopted if it is to be refused; the nature of adequate cause; the procedures for termination; hearings, notice, appeals.

Great importance is attached to full and public process, involving consideration, and preferably determination, by other faculty members rather than by the administration. In the long history of contention about such matters, these procedural protections have been viewed as more important than the spelling out of "adequate cause". It is generally accepted, however, that "adequate cause" means "related to professional performance", as defined by professional peers. It certainly extends beyond the traditionally closely defined "good causes" in British university statutes ("neglect of duties", "moral turpitude", etc) to embrace more general concepts of "incompetence".

The standard model of the tenure plan is one based upon the statement of principles negotiated by the AAUP with the American Association of Colleges in 1940. It is, with subsequent amendments and elaborations, still widely used as a point of reference and is currently embodied in the 1976 Recommended Institutionalized Regulations on Academic Freedom and Tenure. The main features of these regulations can be summarized as follows. Their prime purpose is affirmed as "to en-

able the University of X to protect its academic freedom and tenure and the requirements of due academic process". The model regulations then state that all full-time faculty appointments are to be either probationary or with continuous tenure. The total period of probationary service is to be not more than seven years, including probationary service in other universities. Probationary appointments may come up for renewal at various intervals during that time, but notice (up to one year depending on length of service) is to be given of non-renewal. There is provision for appeal against non-renewal.

Termination of an appointment with continuous tenure may be effected only on grounds of financial exigency, programme discontinuance, or adequate cause. In all cases at least a year's notice is to be given. Adequate cause has to be "related directly and substantively to the fitness of the faculty member in his professional capacity as a teacher or researcher". There is an elaborate specification of the informal, and subsequently formal, inquiries and hearings which must precede such a dismissal. They involve a statement of charges and full consideration by more than one faculty committee, provision for examination of witnesses and the taking of evidence. When the charges are of incompetence, other qualified members, perhaps from outside the university concerned, are to be consulted. The final hearing committee eventually makes a recommendation to the governing and, through him, to the governing body.

If it is proposed to dismiss a tenured person because of a "demonstratively bona fide financial exigency", other requirements have to be met. First, a faculty body should share in the decision that such an exigency exists; this is defined as an "imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means".

Secondly, such a faculty body should "exercise primary responsibility for determining the criteria for identifying the individuals whose appointments are to be terminated".

These criteria should include considerations of seniority as well as educational policy. When it is proposed to dismiss an individual, there should be a hearing which should consider the extent of the financial exigency and the validity of the criteria used. Only very exceptionally should an institution dismiss a tenured person in favour of retaining a non-tenured person, or make any new

### 'The place of any faculty member dismissed should not be filled for three years'

appointments. The place of any faculty member dismissed should not be filled for three years unless he is offered reinstatement, and in the first place, every effort should be made to find him another post in the institution. Rather similar procedures are to be followed in the case of tenured appointments which it is proposed to terminate as a result of "bona fide formal discontinuance of a programme or department of instruction".

Before taking a look at the ways in which this financial exigency provision was worked in the 1970s, it is worth setting it in its historical perspective. Walter Metzger, in a long essay on the history of academic tenure has shown how, in the eight-



eenth and nineteenth centuries, the struggle was between the concept of indefinite tenure and that of short-term appointments. The latter were designed in part, as an early historian of Harvard University wrote in 1940, "to excite tutors from time to time to greater care and fidelity in their work". To many institutions and for a long period, the two types of appointment existed side by side, with one group of faculty, the most prestigious, having achieved indefinite tenure after a period of probation, while another existed on a parallel track with a series of short-term appointments.

One of the arguments often used in the nineteenth century in favour of short-term appointments was that governing boards could not commit themselves to indefinite appointments since they depended for their funding, at least in the state universities, upon annual appropriations by legislatures. Nevertheless, by the end of the century, indefinite tenure had in most cases been established; where necessary governing boards could and did make indefinite appointments with the proviso that the continuation of the contract would depend upon the adequacy of the support.

However, the indefinite tenure which emerged by 1914 was not at all satisfactory. It meant little more than the words indicate, and a number of cases had shown that "in law, it had little sense or consequence; not only were all appointments in a legal sense temporary, they were (in the dominant view) instantly extinguishable". Stimulated by the philosopher A. O. Lovejoy, and colleagues at Johns Hopkins University, the American Association of University Professors was formed, in 1914 in order to undertake the "gradual formulation of general principles respecting the tenure of the pro-

fessional office and the legitimate ground for the dismissal of professors", the establishment of a code which could be policed by the profession itself. It stemmed from Lovejoy's conviction that "modern professors demand a subtle peril - attacks on their academic freedom that were officially disguised as something else". That "something else" was, in the early twentieth century, most likely to be an allegation of professional incompetence. Seventy years later, as we shall see, the profession feared that it might be "financial exigency", and found it necessary to formulate similar procedural tests of legitimacy to guard against that.

It is important to remember that, in all this time, the letter of the law, the actual terms of the contract, in very many cases gave the institution right to dismiss anybody at will. The objective, gradually achieved over the next half century, was first to set up a basis of due process for which the situation would be censured by the profession (one or two unsuccessful boycotts had been attempted in the first decade of the century), and secondly, to import this, where possible, into the actual contracts of employment. "The first leaders of the AAUP sought the closest approximation to guild autonomy they could possibly lay claim to and still accept the legal inalienability of the charters and the political inevitability of lay control".

The professors were at first coldly received by university presidents, but by 1925 they were strong enough to be able to negotiate with the Association of American Colleges (representing one group of the institutions concerned) the first agreed set of principles. The colleges insisted, as part of the price for agreement on the recognition of the legitimacy of termination because of financial exigency. This was accepted by the

AAUP provided it was only as a resort. The college presidents, as conscious as their predecessors had been a century before of the potential fragility of their resources, found it necessary and it could reasonably be said that the AAUP's demand for the point, and when the 1925 agreement was by further negotiation elaborated into the 1940 statement of principles cited above, it assumed that financial exigency was a sufficient cause for termination, and a sentence asserted simply that it should be demonstrably bona fide.

But for the next 20 or 30 years it was not to be frequently tested. By 1959, Byse and Joughin could write that termination of tenure because of financial exigency was not a significant problem, since there were so many less drastic means of meeting a financial crisis. Their first example was to reduce all salaries by a fixed percentage "instead of placing the burden on a small group of teachers who are singled out for dismissal".

This method of retrenchment had been used for survival by a number of institutions during the depression. But, having found it difficult to cope with situations which would require dismissal for such reasons, they thought it prudent to anticipate them and advised that tenure plans should provide for proper faculty consultation in such cases. By the end of the 1960s the financial climate had changed and a crisis was no longer inconceivable. The AAUP issued extended guidelines for this purpose in 1971, which were subsequently to be embodied in the recommended regulations. These draft regulations have been accepted as they stand by a governing body (and their content) continued on facing page

from the eighteenth century to the present day

continued from previous page  
Even where they have not, they can be invoked as a standard when actual disputes arise. They do leave plenty of room for controversy and variety in their mode of application, and it is worth a look at the experience of those institutions who have tried to deal with such issues in the course of negotiating contracts with unions representing faculty members. In doing so, it has to be remembered that in the United States, those which have concluded such agreements do not include the more prestigious research universities.

The standard *Handbook of Faculty Bargaining* includes a chapter on "Negotiating Retrenchment Provisions" by Gregory Lozier and another on the actual experiences of the preceding years. ("Retrenchment" and, more recently, "displacement" are the standard euphemisms corresponding to the British "redundancy".) Lozier advises that university administrators retain as much flexibility as they can in a time of crisis since "advance contingency planning is sometimes self-defeating since 'priorities for cuts stated in a public document can be a self-fulfilling prophecy'". He points to the extreme difficulty of defining "objective" criteria for deciding who should go, since "the objective standard most typically adopted, namely seniority defined as length of service, is an industrial sector principle which endangers the university's concept of excellence".

Indeed, the course of many disputes about these matters shows that the critical question is just that. The administration will typically be calling for selective cuts, strengthening some departments and retrenching others.

The faculty union will be pressing for across-the-board attrition which may reduce the number of terminations and also permit the application of seniority principles. The early 1970s saw a number of cases before the courts in which dismissed faculty members challenged either the genuineness of the financial exigency itself or the procedures by which individuals had been selected to go. The general drift of the court decisions was that, provided the university had acted reasonably and objectively, it must have the final decision. The correctness of the university's financial judgment was not a matter for judicial review, established in the 1974 Bloomfield College case, in which the appeal court declined to consider the AAUP's case that the college could have avoided dismissals by selling off a capital asset.

### 'The administration always bases its case on grounds of quality but the union argues about its effect on academic freedom'

Many of the issues were exemplified in the course of the traumatic events of 1975 and 1976 in the State University of New York. Confronted by a major crisis in public finance, a spectacular feature of which was the bankruptcy of the City of New York, the state reduced the budget of its university system by something like 10 per cent in two years, not taking account of inflation.

As a part of the response to this a piecemeal policy of retrenchment was introduced with much delegation of decisions to individual campuses. This resulted by the end of the period in the termination of appointments of some 60 tenured faculty members and many more non-tenured staff. The manner in which this was carried out was subsequently the subject of a full investigation by the AAUP.

The association formally censured the university, asserting that the manner in which individuals had been selected endangered academic freedom. These conclusions were roundly rejected by the university, which was at the time operating within the terms of an agreement

with a different union, the terms of which the AAUP criticized as too weak. Indeed, the university was subsequently to suggest that the strong terms of the AUP censure were determined as much by its interests in recruiting members from the rival union as by the merits of the case.

Many of the disputes centred on the question of the determination of the units of retrenchment within which the seniority principle was to operate. There were misgivings about the whole principle of selective rather than across-the-board cutting to which the administration (with senate support) attached very great importance. Responding to an administration memorandum, the AAUP investigating committee commented: "It has been argued that the process of attrition would lead to mediocrity. But the investigating committee was given no reason to conclude that it would lead more surely to mediocrity than the demoralization of faculty which was the inevitable result of the administration's approach to retrenchment". Five years later the argument still continues: there are those who maintain that the university was insufficiently selective and that the response to the critics has indeed resulted in mediocrity, while the university administration itself remains unrepentant.

The attrition versus selectivity argument mirrors those of seniority versus merit and job security versus academic quality. At least one (non-tenured) member of the AAUP resigned in the course of the SUNY events because he concluded that the association has moved away from its traditional concern with academic quality into the protection of the jobs of its tenured members. But while the administration naturally tries to base its case always on grounds of quality, the union points to the implications of selectivity for academic freedom.

No one, of course, is prepared to operate a policy which discriminates between individuals on grounds of merit: it is impossible for financial reasons or because the need for particular disciplines may change, to retain all tenured staff until retirement. There are no contractual or other impediments in the way of dismissing individuals in these circumstances. No compensation is payable although at least a year's notice is generally required. While this may be accepted in principle, there will be great and often bitter argument over the practical circumstances of each case. Such situations have occurred with increasing frequency over the last decade in a variety of institutions, and both administration and faculty have become concerned to find ways of regulating them so as to maintain the quality of the institution while avoiding the dismissal of individuals on grounds which appear to be subjective, with all of its implications for academic freedom.

Evaluation of programmes may be the right way to establish which should be discontinued in times of financial difficulty. But in practice these are often inextricable from judgments of individual competence, for which quite different criteria and procedures may be appropriate. Both kinds of judgment inevitably generate suspicion, and apart from the fact that there are often profound and legitimate differences of opinion about the very nature of quality, both of individuals and programmes. The recourse is therefore finding ways of ensuring that such judgments are made openly and by academics using professional criteria only.

The dilemma cannot be avoided. Judgments made openly and by relatively large representative groups inevitably tend to be more palatable, even if they may indeed be more palatable and (perhaps) more just. Judgments made by individuals, especially if they do not have to be justified by invidious public reasoning, tend to be bolder and better, less generally acceptable and (perhaps) less just. Universities are no longer, as they have been for the past generation or two able to spend their way out of the consequences of the inevitable tension.

Some universities, to avoid a species of pathological haste, which can be damaging equally to academic quality and to faculty morale, have been trying to work out policies which accept retrenchment as a continuing state and not a crisis contingency. The University of California, for example, does not at the moment contemplate imminent financial catastrophe, but is nevertheless seeking to plan ahead for a

decade in which resources will be strictly limited, total faculty numbers will not increase and probably decrease, and the natural process of faculty turnover will be insufficient. It has no union contract; its tenure plan simply asserts that "academic tenure provide for continuing appointment that will not be terminated except for good cause, including compelling budgetary or programmatic reasons, and after the opportunity for a hearing before the properly constituted advisory committee of the academic senate".

It has established a joint administrative/faculty task force on "Programmatic Displacement of Faculty". The task force has not yet reported, but in its preliminary thinking it rejects either using seniority as the criterion for determining the order of displacement or using displacement procedures as a means for removing "undesirable" faculty. The only alternative it seems to be to base displacement entirely on programme review, the continuing evaluation by academic peers of the quality of, and need for, each individual academic unit and its programmes of teaching and research, with a readiness to phase the unit out even if this means, in some cases, an end to the careers of some individuals who cannot be placed elsewhere. It is a brave and rational intention; there are those in the university who are sceptical about whether it can be achieved.

### 'American universities accept that the need for particular disciplines may change'

American universities and their faculty are at one in accepting that in principle there may be circumstances in which it is impossible for financial reasons or because the need for particular disciplines may change, to retain all tenured staff until retirement. There are no contractual or other impediments in the way of dismissing individuals in these circumstances. No compensation is payable although at least a year's notice is generally required. While this may be accepted in principle, there will be great and often bitter argument over the practical circumstances of each case. Such situations have occurred with increasing frequency over the last decade in a variety of institutions, and both administration and faculty have become concerned to find ways of regulating them so as to maintain the quality of the institution while avoiding the dismissal of individuals on grounds which appear to be subjective, with all of its implications for academic freedom.

Evaluation of programmes may be the right way to establish which should be discontinued in times of financial difficulty. But in practice these are often inextricable from judgments of individual competence, for which quite different criteria and procedures may be appropriate. Both kinds of judgment inevitably generate suspicion, and apart from the fact that there are often profound and legitimate differences of opinion about the very nature of quality, both of individuals and programmes. The recourse is therefore finding ways of ensuring that such judgments are made openly and by academics using professional criteria only.

The dilemma cannot be avoided. Judgments made openly and by relatively large representative groups inevitably tend to be more palatable, even if they may indeed be more palatable and (perhaps) more just. Judgments made by individuals, especially if they do not have to be justified by invidious public reasoning, tend to be bolder and better, less generally acceptable and (perhaps) less just. Universities are no longer, as they have been for the past generation or two able to spend their way out of the consequences of the inevitable tension.

The author is secretary-general of the committee of Vice Chancellors and Principals.

## Too much of a good thing

John Hiley looks at what is wrong with management education

Can management education make a real contribution to economic recovery? Are we making the best use of the management education resources at our disposal in the UK?

I believe the answer to the first question to be yes and the answer to the second to be no. Consequently, the contribution of management education to our economic recovery is not likely to be as great as it could be if we made better use of our resources. What needs to be done? Inevitably the solutions to the problems are not always straightforward as a simple statement of problems might suggest.

Although it can be argued that there has been an underprovision of management education, particularly at genuine postgraduate level, there has been a tremendous growth in the overall provision throughout the 1960s and 1970s. The growth has not been particularly well-controlled, and has taken place in three distinct sectors: university, FE and public HE, and the private sector (Hensley, Ashridge, etc and a multitude of consultants). This proliferation has, not surprisingly, caused a deal of client confusion.

Providers of management education have adopted a production emphasis in response to the pressures of competition within the system. They have responded with commendable flexibility to each change in the economic climate, each new piece of government legislation, and each new behavioural fashion from the other side of the Atlantic. The proliferation which an describing here mainly affects the short course field and while this business is profitable for many providers, particularly in the private sector, it can also be costly in terms of promotional costs and course development time. In the FE sector, the failure rate for this type of "open" short course is high and consequently many colleges and regional management centres now concentrate their short course efforts into tailor-made courses in response to specific client needs.

This is a move in the right direction, but structured market research into client needs is still the exception rather than the rule in the FE sector, which is potentially the largest supplier of management education.

The colleges have not been unwilling partners in this marriage: quite the opposite in most cases, as they have competed with each other to provide the widest possible range of courses. While the regional advisory councils and, in some cases, the regional management centres, have tried to ensure a balanced provision, many of the part-time courses for the management institutes have enrolled low numbers. In the halcyon days of the mid-1970s, 29 per cent of part-time sessional courses in management which were offered in the North-West did not run.

Many of the education programmes of the management institutes have relevant content for their aspiring members; sometimes this coincides with organizational needs, but the real problem for the colleges is that the content of the various programmes is often duplicated, leading to a wasteful use of staff resources. Perhaps it is because the providers have over-segmented the market for management education that the majority of organizations remain sceptical about the benefits of management education. Certainly the number of managers who have received more than one-day of management education is very small.

It is not difficult to find other reasons for this lack of interest in management education. It could be that successive recessions have pushed management education low in the order of priority for training expenditure. When money is available it is usually spent on meeting short-term training needs rather than

the longer-term educational needs of managers.

The long-term health of organizations must surely depend upon well-educated managers who can take a broad view of organizational problems. Although the boundary between business studies and management studies has usually been defined as undergraduate and below on the one side and postgraduate/postexperience on the other, some artificial fences have been erected. The particular fences which I would like to see broken down more frequently are in the areas of staff interchange and informal student meeting. The geographical remoteness of many purpose-built management centres can be a mixed blessing in terms of academic development.

Above all, however, there is the need for a total view to be presented of the business and management education system in order that clients, whether they be individuals with career aspirations or organizations with management development problems, can identify the most appropriate route of study.

Over almost 20 years there have been two major government initiatives to encourage management development. One was the establishment of the London and Manchester Business Schools in the 1960s and the other was the designation of twelve regional management centres in the 1970s.

While the two major graduate business schools have made significant progress, the record of the regional management centres is patchy. This is hardly surprising when it is realized that no additional Government funding was forthcoming for the centres. It was left to the parent I.E.A.s to make provision, often with the limitation of existing polytechnic or college budgets. Consequently, the strongest centres tend to be those where regional co-operation in management education was well-established before they were designated.

Much government money has been poured into management education through the Training Opportunities Scheme. Just when it seemed that we were reaching a balance of courses offering educational programmes, vocational training, job seeking skills and small business development, public expenditure cuts have caused the axing of the majority of educational programmes from the TOP's scheme. The diploma in management studies and numerous masters degrees are the main victims.

As in the private sector, short-term objectives will always come to the fore when expenditure is restricted, and the programmes with longer-term education objectives are the first to suffer.

While there are many providers of management education in both the university and FE and HE sectors who are developing a market orientation, there is still an urgent need for a controlled response to the market pressures. For example, the HE has been developing masters programmes in management for some years now, encroaching on a domain which was exclusively university at one time. But this is a declining market, particularly if we consider full-time and short courses; and therefore the universities have been moving into the part-time and short course field which has for so long been dominated by the FE and HE sector.

Much of the necessary control could be provided by strengthening the links between government departments and the existing co-ordinating and representative bodies. In FE and HE this means a more explicit recognition of the role of the centres and the United Kingdom Standing Conference of Heads of Management which represents the majority of key providers of management education in this sector.

The author is assistant to the dean at the Lancaster School of Management.



BOOKS

Jewish radicalism in tsarist Russia

by Harold Shukman

Prophecy and Politics: socialism, nationalism and the Russian Jews 1862-1917  
by Jonathan Frankel  
Cambridge University Press, £30.00  
ISBN 0 521 23028 4

During Alexander II's reign, from 1855 to 1881, the Russian Jews, along with the peasants and other orders of society, had come to enjoy a certain measure of emancipation. Jewish universities had been allowed out of the Pale of Settlement into interior Russia, and the universities and high schools had been opened to Jewish youth, and in general an atmosphere of enlightened concern had characterized much of the period.

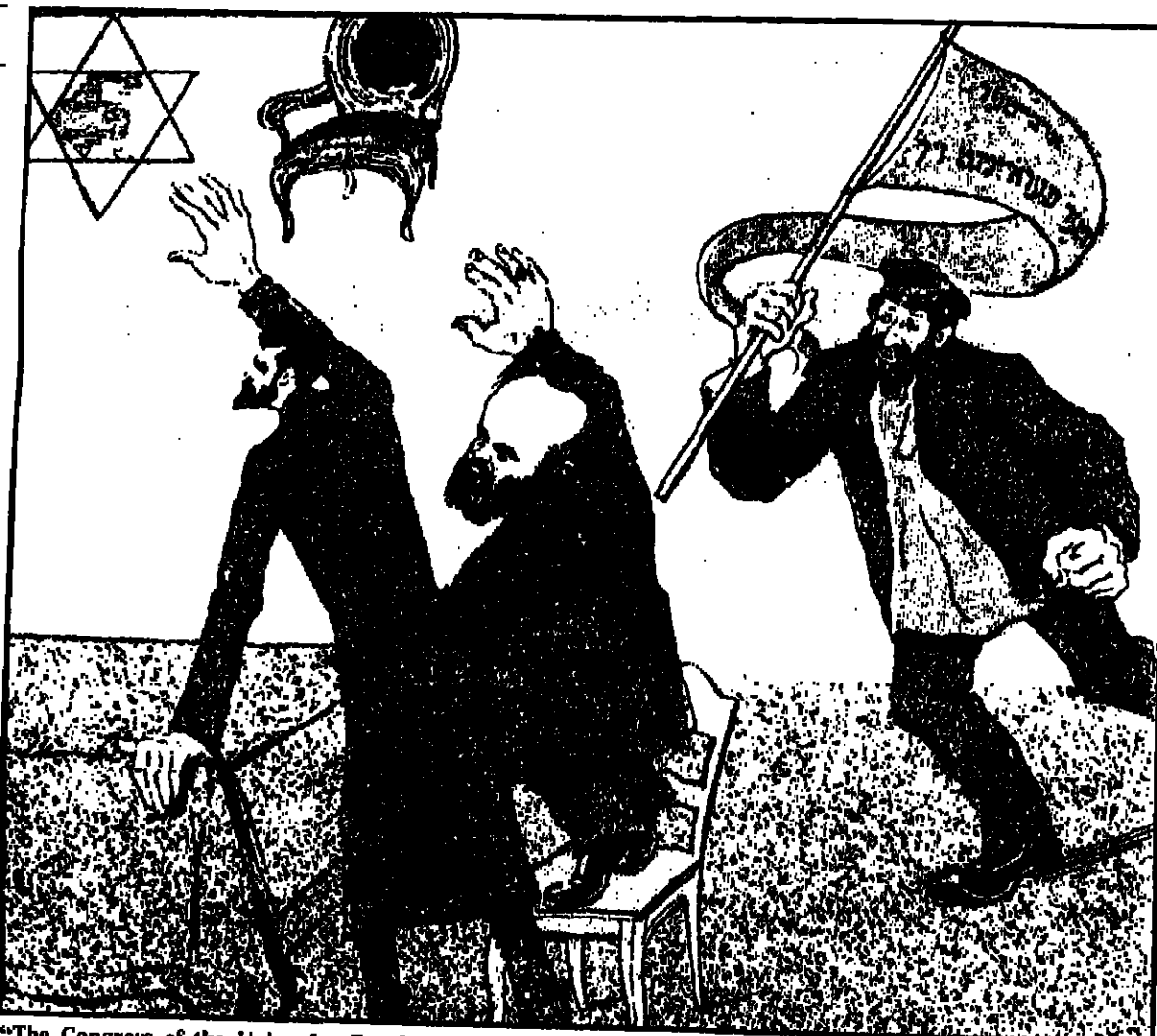
But official liberalism had had to contend with both a society and an administration that were steeped in the traditional values of Orthodox Christianity and tsarist authoritarianism. At every advance of the new institutions - whether of local government, the free professions, the press, or the revolutionary movement - the forces of reaction grew more alarmed. And when Alexander II was assassinated by revolutionary terrorists in 1881, steps were finally taken, first unofficially, then officially, to turn the tide.

The reign of Alexander III was inaugurated by a wave of anti-Jewish pogroms in the south of Russia, the scope and ferocity of which had not been seen since the seventeenth century. The connivance of the local administration, which like the central government saw in these excesses a safety valve for other, deeper grievances, ensured immunity for the pogromists, but the regime was also aware of the dangers of such widespread violence; and in 1882 an abrupt stop was ordered. Attention now shifted to legislation against the Jews as a surer means of creating a mood of Russian ethnic, nationalistic solidarity. From this moment until the end of the tsarist system, the Russian Jews lived virtually in a state of permanent crisis.

Jewish youth was all but excluded from higher education, thus ensuring its almost instant politicization. The intelligentsia, created by the earlier policies of enlightenment, became the older revolutionary brothers of new echelons of radical youth, with the important difference that, now, it had become impossible to ignore "the Jewish Question", however much they wished to. The Russian police had little difficulty now in showing their masters that granting the Jews the privilege of liberty and education had led, as they had warned, to the large-scale involvement in sedition of these ingrates.

On a less elevated level, from 1882 the Jewish masses found themselves increasingly harassed and confined by "temporary regulations" - they would last until 1917. As Russian industry (backed by a regime that would seek political stability in industrial strength) began its spectacular upward surge from the mid-1880s, and mobility became crucial for the survival of communities remote from developing areas, so the Jewish working classes fell further behind, trapped in their congested trades and unable to participate in the new economy. This period witnessed the first mass, mostly illegal, emigration from Russia.

But if industrialization of the economy and strangulation of political life were features of late tsarism, so also was the rise of the political party. During this time of intense organization and ideological debate, the Russian Jews mirrored Russia's convulsions in their own responses to Jewish needs, but, as Jonathan Frankel sets out to show, in *Prophecy and Politics*, Jewish intellectuals faced special problems, unique dilemmas, when trying to come to terms with the outright hostility of the Russian society they lived in. Their eagerness to absorb Russian culture and to share Russia's



"The Congress of the Union for Equal Rights is Coming!", a 1905 cartoon taken from Jonathan Frankel's book, reviewed here. The worker, whose banner reads "Workers, Unite!" is threatening the Jewish figures who are reaching for either ministerial positions (the seat) or a homeland (the map of Palestine).

destiny was soured, to say the least; by the regime's drastic change of direction against them in 1881. Their wish to throw in their lot with the Russian revolutionary movement before 1881 was severely tested by the enthusiastic reception given to the pogroms by their Russian socialist comrades, who saw in them the first tangible sign that "the people" were rising up against their exploiters. The pogroms were almost universally assessed by the socialists as an anti-bourgeois outburst that would be followed by a general anti-tsarist uprising. Russian revolutionaries - even Russified Jews among them - found it hard to accept the notion that the socialist movement should attempt to turn the Russian "masses" away from their pogromist mood by pacifist agitation. Thus, Jewish intellectuals were simultaneously estranged from and drawn to the problems of their own national identity, on the one hand, and a Russian or universalist philosophy, on the other. The attempts they made, both ideologically and in organizational terms, to resolve this dilemma constitute the chief burden of Jonathan Frankel's book.

Unlike their Russian comrades, who were generally greeted by the Russian masses with incomprehension, Jewish radical intellectuals found that the Jewish masses, having lost faith in the rabbis and community leaders, "saw" them in the role of the nation's saviours. Theories of Jewish socialism had been articulated before the assassination of Alexander II, but they had been the individual expression of men in the wilderness, as Frankel calls them. Such men were Moses Hess and Aron Liberman, to whom Frankel devotes two brief introductory chapters in what he calls the "pre-party stage". Hess and Liberman, quite independently, were the first Jewish intellectuals to try, theoretically to bridge the gap between Jewish nationalistic politics and international socialist politics. In Hess's case, the conflict - acted out in Bismarck's Germany - was expressed in dramatic swings of thought and culminated in virtual resignation from the attempt to fix his mind on a synthesis. Liberman persisted and drove himself to an early suicide.

The fundamental change that occurred

in Jewish thinking after 1882 was that Jewish politics would henceforth strive for autonomy, no longer adapting itself to the environment, but rather aiming at the creation of a radically new environment; the slogan of self-emancipation, coined by Lev Pinsker, became the leitmotif of all shades of political opinion.

Frankel analyses this political development in terms of two grand strategies - socialist revolution or evacuation. The ideal of total Jewish immersion in the international socialist revolution, which would solve the Jewish question along with all others, was soon redefined into purely Jewish emancipation, as Jewish groups found that collaboration with the Russian socialist movement entailed the full assimilation of the Jewish masses to Russian culture. Instead, in order to ensure Jewish self-determination in a future socialist Russia alongside the other nations of the (to-be-defunct) Empire, the Jewish masses should have their own revolutionary organization, which would see that the Jewish contribution to the revolution, when it came, was such as to secure for the Jews an equal place with the rest.

The option of total evacuation (which was never real, since neither the Russian government nor prospective host countries wanted it) gave rise to further questions: should the destination be Zion or some more hospitable territory? And should the chosen country follow the capitalist path or that leading to socialism? All of these options, Frankel shows, prompted the formulation of an ideology and the creation of a political party.

While intellectuals were conjuring up political programmes, the Jewish fight in the early 1880s, the 1890s, and 1908 (which included both upheavals of 1903 and a new wave of even more ferocious, officially backed pogroms), they made their way to London's East End and New York's Lower East Side, the two main places of refuge, and in growing numbers to Palestine, as Zionism took a firmer hold. But they did not leave their organizers behind; on the contrary, it

is one of the most original features of Jewish working-class life that a strain of intellectuals and half-intellectuals, (that is, educated and politically conscious workers) was created spontaneously out of the marriage forced on the Russified Jewish intellectuals and the Jewish working class by the anti-Jewish restrictions of the late nineteenth century. And this stratum became the chief organizers of the working-class life, which Frankel describes as a single political subculture, based on Vilna, Minsk, Belostok, the East End of London, and the Lower East Side of New York. Wherever the Russian Jews migrated in large numbers, they were followed by the socialists and nationalists of the various and rival camps. Of this subculture Frankel writes:

Its lingua franca was Yiddish; its economic base, the clothing industry and the sweat shop; its politics, the running dispute and constant interaction between socialist internationalism and Jewish nationalism; its organizational expression, the Yiddish press, the public meeting, the trade union, the ideologically committed party and (where relevant) the self-defence unit. [Its leaders] were nothing if not peripatetic; and yet, moving across three continents, they always remained within the same Russian-Jewish environment.

The same uniformity, however, was not true of the development of Jewish politics in those three continents. In Russia, the collapse of the 1905 revolution brought in its wake official organized pogroms, the creation of proto-fascist Russian nationalist parties, the decimation of the revolutionary parties, and the loss of faith in Jewish revolutionary solutions. Now came the Zionist ascendancy and with it the profusion of various socialist offshoots of the main ideology. To these Frankel devotes valuable studies, including the Socialist Zionism of Nachman Syrkin and the Marxist Zionism of Ber Borochov, the chief distinction between them being, among others, the emphasis of the former on the need for a national renaissance based on socialist colonization somewhere, preferably Pale-

stine, with Hebrew as an essential condition, and that of the latter on unremitting class war within the Jewish nation in its new territory.

The response to rampant Russian nationalism was a simultaneous surge of internationalism and Zionism, expressed in emigration by Jewish intellectuals to America and Palestine respectively. According to Frankel, possibly the majority of those involved in the Jewish revolutionary parties left Russia in the years 1903-1914. In America and Palestine, the emigrant organizers arrived to find already well established Jewish structures: in the US, trade unions which had been set up in the 1890s and were under the firm control of earlier immigrants; in Palestine, a national bank, the Hebrew press and a Zionist apparatus. The new arrivals, weaned as they were on Russian centralization and discipline, doctrinal unity and orthodoxy, and strict adherence of the class approach to party organization, naturally found fault with the local situation and sought to improve it, with conflict as the inevitable result.

The paths of Jewish socialism in the USA and Palestine, however, soon diverged. In Palestine it became more nationalist, as the problem of forming an autonomous Jewish community became increasingly involved in the diplomatic and indeed physical struggle for Jewish expression in the hotly contested, complex environment. In America the Jews soon assimilated and successfully integrated into multi-ethnic American life: the Jewish concerns of American Jewry became philanthropic, based on their humanitarian concern for their brethren "back home" in the old country, Russia (or Hungary, Rumania, Poland and so on). And despite the vigour of the Yiddish press and the Jewish Labour unions, and the persistence of socialist ideals, Frankel shows that Zionist concerns came to dominate the thinking of the leadership of Jewish American organizations. Yet, as Frankel says, the creation of the Jewish lobby, which comes into the limelight at least once every four years in the United States.

In the course of this excellent book, Professor Frankel reveals a striking contrast between the Jewish ideologists and their practical achievements, although he perhaps fails to draw sufficient attention to this in his conclusions. His thinkers are all beset by the dualism of nationalism and internationalism: Hess gave up the effort to reconcile the dilemma; Liberman died in the attempt; Chaim Zhitlovsky was "an ideological nomad", forever in search of the philosopher's stone; the Bund was in two minds about how to organize the Jewish proletariat into a separate force and participate wholeheartedly in the Russian revolutionary movement at the same time, ultimately foundering on the rocks of the Bolshevik victory of 1917; Ber Borochov was "a man struggling in a sea of doubt"; Nachman Syrkin, "although he threw himself unreservedly into his own times, was never fully of them". The field of Jewish intellectual political history positively bristles with doubt and uncertainty.

But when we read Frankel's brilliant account of both political and labour organization, on the purely practical, everyday level of Jewish working-class life, and we learn of the organizers' efforts to absorb large numbers of immigrant workers in London, New York or Palestine, we find that the theory of these symbols but a game played with them. Frankel's objection here is that a meaningless game cannot be applied, yet, arithmetic can. A later-day formalist who avoids mathematics as a science of formal systems, experiments in this science being designated in the formal system as "mathematics"; the actual practice of mathematics; that is, what is more serious is that, in applications of mathematics, when it makes contact with the external world, the difficulties that arise are not the difficulties that arise to the physicist, and so on.

Frankel closes his book - a book unparalleled in its range and grasp and surely the definitive work on the subject - with the sober remark that what was mirrored "in this search for total solutions that could be resolved only in part, was the predicament of the Jewish people as it entered the twentieth century".

Harold Shukman is a fellow of St Antony's College, Oxford, and university lecturer in modern Russian history.

BOOKS

Logical inference

Frege and the Philosophy of Mathematics  
by Michael D. Resnik  
Cornell University Press, £9.00  
ISBN 0 8014 1293 5

Resnik records that although he recognized Frege's *Begriffsschrift* as giving him "the gist of what I wanted", he possessed the book for years before he could make out what it meant. Indeed, he "did not understand it until I had myself independently discovered most of what it contained." It is this subtlety, and to some extent obscurity, of Frege, as much as his greatness that is the reason for the rapidly developing Frege industry of the latter part of this century.

Michael Resnik's book provides a readable, discussion, suitable for undergraduates, of the positions that Frege was attacking, followed by his ideas, and the criticism of these. As one would expect from Frege's importance, such a discussion forms a useful text on almost the whole of the philosophy of mathematics (only intuitionism receives inadequate treatment). It is also one which avoids pushing one particular interpretation. Thus, although Resnik agrees with Sluga's view of the *Grundgesetze*, where Frege is in the direct line of Leibniz, Kant and later, he also agrees with Dummett, when it comes to the later work, that Frege is then a realist.

Frege's thesis was that arithmetic was a branch of logic in three related senses: numbers of logical objects, that is, special types of abstract entities, mathematical concepts can be defined from purely logical ones and mathematical theorems can be proved from the axioms of logic using the logical methods of inference (and definitions). Now this is evidently in direct conflict with Mill, who saw arithmetic as an empirical matter, based on induction. But violently as Frege was opposed to Mill, he regarded some other views as more dangerous. Perhaps the most antipathetic was psychologism, the belief that numbers are ideas, so that physical or mental phenomena are called on to perform the functions of logic. There is, of course, good reason for trying to take this view since it is difficult to understand things that exist without us and yet cannot interact with us physically.

Frege uses Erdmann and Husserl to attack, but this book chooses instead to relate Frege's attack to a more familiar target (for English-speaking readers) - Locke. Frege's main objection is that the privacy of meanings of ideas makes genuine communication impossible. But this objection, which applies to any idealist theory, not just mathematics, is buttressed by another serious one: that arithmetic becomes dependent on human existence: "Astronomers would hesitate to draw any conclusions about the distant past for fear of being charged with anachronism."

Formalism, originating with Heine's identification of a number with a symbol, grew through Frege's modification of the position which agreed that arithmetic deals with numerical symbols: it is not a theory of these symbols but a game played with them. Frege's objection here is that a meaningless game cannot be applied, yet, arithmetic can. A later-day formalist who avoids mathematics as a science of formal systems, experiments in this science being designated in the formal system as "mathematics"; the actual practice of mathematics; that is, what is more serious is that, in applications of mathematics, when it makes contact with the external world, the difficulties that arise are not the difficulties that arise to the physicist, and so on.

Even during the period of German history, many's greatest economic liberalism, was still accepted as normal that building police should lay down building lines along streets, and insist on fireproof walls between houses. Out of these attitudes a town-planning system could evolve by the end of the century that could not only lay out the street patterns of urban extensions but could control

And the earlier formalism of Hilbert had foundered on Gödel's theorem. Allied to formalism is deductivism, which concentrates on the notion of proof from axioms; certainly in his letters to Frege, Hilbert was a deductivist. He argued that the truth of an axiom system was no other than its consistency, and this line of reasoning has been pursued more recently by Hilary Putnam. But it founders, as Putnam later realized, on the application of mathematics. It is at the opposite pole to Mill's empiricism, to which Frege devoted much space and much scorn; there the problem of application is easily answered, but the generation of arithmetical "laws" becomes quite unrealistic.

A final chapter deals directly with Frege's considered views, and the difficulties to which they lead. In connection the section on the impact of Russell's paradox is very clear.

C. W. Kilmister

C. W. Kilmister is professor of mathematics at King's College London.

City limits

Towards the Planned City: Germany, Britain, the United States and France, 1780-1914  
by Anthony Sutcliffe  
Blackwell, £15.00 and £6.50  
ISBN 0 631 11001 1 and 12599 X

The history of town planning used to be about the heritage of Greece and Rome, reflected in such absolutist cities as Versailles, Karlsruhe, Napoleon III's (or Haussmann's) Paris, or even developments of our own time such as Speer's plans for Berlin or the Stalinallee. To Anthony Sutcliffe, town planning is a more contemporary, happening, reflecting to bring under some sort of control that novel phenomenon of the nineteenth century, the explosively growing industrial city. He questions the extent to which town-planning concepts were individually evolved in the advanced industrial countries, and the extent to which they diffused from certain focuses of innovation.

In this most comprehensive study of four advanced industrial countries Anthony Sutcliffe clearly demonstrates that the solutions invented to deal with the new urban phenomenon varied greatly from country to country, and that they varied because of greatly differing administrative traditions at national and local level. The British story is clear enough, for so we used to think. Its origins lay in public-health and building regulations, and it was crowned by the invention of town planning by Ebenezer Howard the practical visionary, by Unwin the executant of garden cities and garden suburbs, and by Patrick Abercrombie, who foresaw a future of public participation. We are therefore a little astonished when Anthony Sutcliffe firmly asserts that the key innovation in town planning was the urban extension plan, and that this was developed in Germany in the period 1890-1900.

Why Germany? This is where the differing urban experiences of the various countries become important. There was no equivalent in Germany of a city like Bradford in the first half of the nineteenth century, soaring towards a population of 100,000 with an administrative apparatus not much more than that of an Elizabethan village. In Germany rapid urbanization was associated with "... a general tolerance of government intervention in economy and society, and the survival of unusually powerful pre-industrial instruments of environmental control."

Even during the period of German history, many's greatest economic liberalism, was still accepted as normal that building police should lay down building lines along streets, and insist on fireproof walls between houses. Out of these attitudes a town-planning system could evolve by the end of the century that could not only lay out the street patterns of urban extensions but could control

building heights and even land uses by means of zoning regulations. British writers such as Horsfall used their observations on German achievements to back their advocacy of the planning measures that they considered desirable in Britain.

Anthony Sutcliffe includes ample chapters on planning developments in two other countries, the United States and France. The United States was too remote, its urban problems too peculiar, to have much influence on European countries. France was too complacently embedded in the legacy of the Haussmann and Beaux-Arts traditions to have much external influence. The story is really that of Germany.

What is particularly exciting about Anthony Sutcliffe's book is the relevance of his historical insights to many of our present concerns. In Germany town planning seems to have emerged as the product of a well-entrenched bureaucracy, operating in accordance with its own internal rules, imposing its order independently both of democratic pressure and of lobbying by landowners. What is the relevance of this observation to current notions of town planning as a legitimizing operation to keep the urban victims of capitalism quiet, or of town planning as an aid to the reproduction of the working class in the service of industrial capitalism? Many of these early planners evidently believed that better-planned urban environments would produce a population that was physically and morally improved. What do we think of this as the petrol bombs fly in the streets of our inner cities? Not only is this book an essential guide to the evolution of town planning; it is also full of insights into the way in which town planning relates to society.

T. H. Elkins

T. H. Elkins is professor of geography at the University of Sussex.

Membrane biophysics

Membrane Physiology and Cell Excitation  
by Bruce Hendry  
Croom Helm, £9.95  
ISBN 0 7099 0148 8 and 0149 6

There is scope for a student-level monograph presenting membrane biophysics in a medical context. Subjects like endocrinology, digestion, or central nervous function, have more obvious medical relevance; indeed, even their basic science is less likely to be used with the aid of clinical examples.

A good tale of excitable membranes could actually be told in this way too. Demyelination could be used as the basis for discussion of conduction mechanisms, hyperkalemia for excitation, botulism or poisoned arrows for chemical transmission, and so on. Such a presentation, however, is rarely used. Membrane scientists have usually, perforce, more knowledge of mathematics than of medicine, and even expositors who could perfectly well make the link do so, I suspect, less often than they might. So Croom Helm's policy, in seeking to add a short book on membranes to their "Biology in Medicine" series, was well judged, and they made the reasonable choice of an author with some experience in both the basic science and the clinical fields.

I regret, therefore, having to say that Dr Hendry has missed his chance. His book is pedestrian, both in conception and in detail. It is the conception, he neither builds from clinical examples nor integrates them into the basic exposition in any way. Part one of his book is called "The concept of excitability" but actually does not discuss this topic; it deals with membrane structure and permeability. Part two consists of one chapter on the action potential and another on synaptic transmission. Part three deals with vision and mechanoreception; presumably the other sensory modalities interest Dr Hendry less. In part four he skims through the three forms of muscle.

Only in the fifth part (the shortest) do we come to "The clinical importance of excitability" - that is, to eight pages each on anaesthesia and on membrane involvement in a small selection of diseases.

A few terms are introduced unnecessarily ("image potential") or without definition ("electrogenic", "biphasic"). Some of the basic concepts which students often fail to grasp are often made clear, but others are not. There are one or two dangerous over-simplifications, the actual errors are not entirely absent, one being that sodium/calcium exchange is presented the wrong way round. The diagrams are styleless at best.

But what is the point in all this? Many standard texts cover every one of these subjects at least as well, within the shared concept of "basic science first"; and incidentally also manage to present the rest of physiology between their covers at little greater total cost. If you are seeking a monograph to deal with the non-clinical topics covered by Dr Hendry, there are several better ones around. My own choice, even after 15 years, would still be the one by Katz.



View of Aegina by Karl Krazelsen (1826). Taken from The Rediscovery of Greece: travellers and painters of the Romantic era by Fani-Marla Tsigakou, published by Thames and Hudson at £16.00.

Only in the fifth part (the shortest) do we come to "The clinical importance of excitability" - that is, to eight pages each on anaesthesia and on membrane involvement in a small selection of diseases.

A few terms are introduced unnecessarily ("image potential") or without definition ("electrogenic", "biphasic"). Some of the basic concepts which students often fail to grasp are often made clear, but others are not. There are one or two dangerous over-simplifications, the actual errors are not entirely absent, one being that sodium/calcium exchange is presented the wrong way round. The diagrams are styleless at best.

But what is the point in all this? Many standard texts cover every one of these subjects at least as well, within the shared concept of "basic science first"; and incidentally also manage to present the rest of physiology between their covers at little greater total cost. If you are seeking a monograph to deal with the non-clinical topics covered by Dr Hendry, there are several better ones around. My own choice, even after 15 years, would still be the one by Katz.

So to the final section. I am not an expert on anaesthesia, but to me this chapter seemed, within its compass, lucid, balanced, and up-to-date - better fitting an author who has worked in the field. The final chapter, on disease, is, however, far too brief. Only one of the four instances I have suggested is adequately discussed. No clinical conditions affecting vision, mechanoreceptors or smooth muscle are mentioned.

I am forced to conclude that there is still scope for a student-level text presenting membrane biophysics in a medical context.

Nell Spurway

Nell Spurway is senior lecturer in physiology at the University of Glasgow.

Damage to plants

Introduction to the History of Plant Pathology  
by G. C. Alnsworth  
Cambridge University Press, £27.50  
ISBN 0 521 23032 2

Plant pathology is the science of plant diseases. If disease be equated with suffering (*pathos*) the science should be about all forms of damage to plants and this is the view of some plant pathologists. But most, especially in the United States and Britain, restrict plant pathology to damage caused by microorganisms, viruses and related entities as infectious agents. So does this history of the science, apart from a few pages on "non-parasitic disorders"?

The pathology of plants even in this restricted sense is much wider in scope than is the pathology of humans and animals. It is more akin to medicine in that it encompasses all aspects of interactions between plants and the infectious agents that may damage them, from interactions

between populations to those at the molecular level. As would be expected the diseases have almost exclusively been those of crop plants and the motive and support for most of the research has been to obtain data to be used for decreasing or preventing them.

Four main sections comprise the history. The first surveys writings on disease from those of the Greeks and Romans to those of de Bary and Köhn in the 1850s which mark the start of the modern era with the full recognition of fungi as causes of plant diseases.

The next three sections are more specific. One on "Diagnosis: the pathogenic agents" describes the discoveries of microorganisms, viruses and related agents as causes of disease and, though very briefly indeed, the voluminous and productive research on how these agents cause disease.

The third section on "Control (treatment and prevention) of plant diseases" covers the methods used to control diseases particularly with chemicals and disease-resistant cultivars. It also describes the science on which these technologies are based - the relations between incidence and severity of disease and the conditions in which plants grow, the ecology of soil-borne pathogens, the measurement and epidemiology of disease, and the role of legislation and quarantine in disease control.

The last section on "Organisation for plant pathology" covers research by public and private institutes, industry but only and very surprisingly in a few sentences, national and international organizations, education in universities, extension as the provision of information and advice to farmers, and the publication of books and periodicals. The main text ends with a short review of recent trends and future prospects.

As would be expected of the author the book is well and interestingly written. There are many extracts from writings not readily accessible to most plant pathologists, and a great deal to the scientists themselves. Both are attractive features. So are the many and varied illustrations except that there are too many of the scientists themselves.

My only substantial criticism of this admirable work is that deliberate emphasis on the practical side of plant pathology means that in parts the history is somewhat out of balance. Thus six pages on control of disease by physical agents, an important but not perhaps the most exciting of topics, compares unfavourably with the relatively few pages given to the voluminous research on the physiology and biochemistry of plant diseases and the few lines on crown gall, one of the most interesting studies of all diseases. This criticism does, however, reflect my prejudices and my concern with the science as well as the technology of plant diseases and their control. But it could well be that most plant pathologists prefer, as does Dr Alnsworth, that the emphasis be on the technology. Nevertheless, all types of plant pathologists, and many others will profit from and enjoy his book.

R. K. S. Wood

R. K. S. Wood is professor of plant pathology at Imperial College, London.



# BOOKS

ENGLISH

## Lamps and mirrors

Ill Romantic Argument:  
essays for M. H. Abrams  
edited by Lawrence Lipking  
Cornell University Press, £9.00  
ISBN 0 8014 1307 9

The *Festschrift* as a form of scholarly publication has its share of critics but there is no denying that M. H. Abrams' reputation is one that deserves to be celebrated.

Over the last quarter of a century Abrams has revolutionized the study of English Romantic poetry in two major works. *The Mirror and the Lamp* (1953) and *Natural Supernaturalism* (1971). In both books he has treated poetry and criticism as indexes of the general mind, an impalpable but powerful entity; in both books he has examined the nature of that mind through a study of key metaphors, the poetic mirror that reflects, the lamp that illuminates, and in the latter work the theological fall that is succeeded by a theological redemption, an "organized innocence". His friends and colleagues are sometimes fulsome in their praise and lavish with their metaphors: Wayne Booth for one compares Abrams to a mirror, a lamp (of course), a fountain, a manufacturer of kaleidoscopes, and "a computer program with a nearly infinite data capacity". But the six essays here do not fall apart like those in similar collections where diverse offerings are grouped together by the occasion only: all the contributors concentrate on the theoretical problems raised by Abrams' type of dynamic and apocalyptic literary history. There is a searching, post-structuralist critique by Jonathan Culler which questions the whole concept of an underlying "Romantic mind". But never was it less true that "the dying master sits tormented in the admiring's ring": in a vigorous postscript Abrams accepts his honours with very caution and replies to his critics, accurately noting Culler as the most serious.

All the essayists meet in their attention to the function and status of metaphor. This applies even to the essays on Wordsworth by Geoffrey Hartman and Jonathan Wordsworth. The former writing on "The Poetics of Prophecy" examines the mutual concerns of biblical and literary criticism; he relates Wordsworth's strangely phrased "blast of harmony" which the poet hears in his dream of the Arab in Book V of *The Prelude*, and his "timely utterance" which gives relief, to the language of Jeremiah with its insistence on the prophet's acceptance of the terror and destruction which he foretells; he concludes, though darkly and pessimistically, that the poem, the word event, may repair the bond between

human hopes and a mutely remonstrant nature: there is a mighty scheme "not of truth but of truth". In spite of his British consecutiveness and closeness to the texts Jonathan Wordsworth reads interestingly close to Hartman in his essay on his ancestor's attitude to language: he starts off from the physical immediacy of most of Wordsworth's metaphors and his strongly expressed desire that the mind should be able to stamp itself on something near to its own nature, and goes on to see in the Wordsworthian language a primal assurance of belonging, a power through the effort of words to achieve the communion with nature that is the privilege of the silent poet, or of the child who can prolong the state of innocence because he does not have responsibilities.

Wordsworth entertains both the idea of language as the incarnation of thought and the very different notion of language as a counter-spirit, laying waste and dissolving when it does not "uphold, and feed" (the passage is in the *Essays on Epitaphs* and it has given a title and a theme to Frances Ferguson's *Wordsworth: language as counter-spirit*).

Wayne Booth on "History as Metaphor" again approaches the pervading theme of figurative language when he argues that the literary historian must avail himself of metaphor to compress and direct the vast store of his materials. He invokes Popper's "third world", the world of propositions and problems lying beyond the two worlds of objects and experience but having its own reality; real, yes, but can it be that some metaphoric views are superior to others, as Abrams seems to maintain? All the contributors hover finally round this nagging normative doubt. Even Thomas McFarland writing weightily on how classical status is achieved by works of literature and the need for great learning in the critic who approves the canon, comes in the end to question the validity of Abrams' lamp metaphor and the extent of his application of it.

The objection is put much more radically by Jonathan Culler ("The Mirror Stage"). He points out that Coleridge's metaphors of organic life designed to represent the freedom and autonomy of the poem are ultimately self-defeating since they demonstrate yet another determinism which excludes consciousness. The logic of the figures themselves determines critical thinking. Since Abrams seems aware of the element of autonomous play in language, Culler would see him as offering, potentially at any rate, a deconstructive reading of Romantic theory.

In his postscript Abrams pleads the necessary limits of deconstruction: it is indispensable to posit an individual mind or initiative in works of language; when Derrida gets angry in print with John Searle (an argument nicely reminiscent of Johnson's refutation of Berkeley). The real evidence for the continuity of certain primitive constituents of consciousness, "something beyond language", purpose, design, and so on, lies in the history of canon formation in metaphor: some metaphors prevail

over others in their general human appeal. The argument is pragmatic. William James and his tone is muted and defensive; the other pleas for humanist values in the book have an air of backs-to-the-wall on the face of the deconstructivist attack on individual continuity. How can the validity of metaphorical statement be grounded except in another metaphor? As Yeats says, "Mirror on mirror mirrored is all the show".

Roger Sharrock

Roger Sharrock was formerly professor of English at King's College London.

## Unknown quantities

George Eliot, Romantic Humanist:  
a study of the philosophical structure  
of her novels

by K. M. Newton  
Macmillan, £12.00  
ISBN 0 333 2101 2

K. M. Newton's well-written book contains much interesting and valuable material on George Eliot's work, though not in the way one might expect from its title. What the "philosophical structure" of a novel might be thought to be is not made clear, since the author uses the phrase mostly at those points where he is merely (though intelligently) writing traditional character-and-plot criticism.

"Romantic" receives a severely limited interpretation: it stand for on the one hand "Byronism" or "egotistical Romanticism", applied here to the wilful attitudes of several of George Eliot's fictional characters whose sense of self is not matched by a corresponding sense of society; and on the other, "organistic Romanticism", a corrected "Romantic" view of the mutual influence of self and society.

The thesis, though not new, is tenable. The reader may feel initial surprise at the lack of interest shown in the socially-aware Romanticism of Wordsworth and Coleridge as a possible background to George Eliot's view of society. But Newton explains that George Eliot's organicist position differs from theirs in rejecting not only Christianity but also traditional metaphysics with its belief in a cosmic order and the existence of an external "reality" waiting to be perceived by the individual. His comments on this topic are acute; he relates George Eliot's position, rightly, to both Lewis and Herbert Spencer.

Yet the book shows some philosophical timidity. There are a few important but insufficiently developed hints at George Eliot's "Kantianism" in accepting that the mind has categories of perception which give structure to the external world perceived by it, and in essentially combining moral absolutism with epistemological relativism (there is no absolute knowledge or morality available to human faculties, but we must - and do - act as if there were). Newton tentatively relates George Eliot's thought to Herder's on "the need for a society to possess a common culture and a sense of corporate consciousness", and he makes some interesting points in this connexion on the problem of how George Eliot's relativist thinking, what Derrida inherits, he tells us, is a tendency of leaving for which he must find a form; and the strongest emphasis in both Lewis and George Eliot, he finds, is on "the interaction of inherited tendencies of potentially moral feeling with acquired social characteristics". But Newton is strangely half-hearted in his pursuit of George Eliot's philosophical position. Thus his sections on egotism and its sublimation, and on feeling as an essential precondition of such sublimation, suffer from his unaccountable silence on the importance of Spinoza for George Eliot's thought on such questions.

For the most part, Newton does not carry over fully his insights about the philosophy into his discussions of the novels. He does make clear the importance of "impulse" in the



"She turned her back on Florence, not meaning to look at it (ill the world was quite out of sight)", a first illustration from *Romola*, taken from a George Eliot Companion by F. B. Pinlon (Macmillan, £20.00).

novels, and draws our attention to George Eliot's insistence, particularly in *Middlemarch*, on the way human relations are dependent on the (necessarily subjective) interpretation of "signs" - Rosamond's and Lydgate's courtship being the chief example. There is a tantalizing glimpse, but no more, of *Daniel Deronda*'s relation to the "sensation" novel. In spite of the book's title, Newton offers no thoughts on the experimental and radical structure of *Daniel Deronda*, George Eliot's play with the time-scale at the beginning and her assumption in chapter one of the viewpoint of an unknown quantity (Deronda) in asking questions about how to interpret the "signs" omitted by another unknown quantity (Gwendolen).

In fact, Newton's is not really a study of "philosophy" in the novels, but rather an intelligent and clear, though not innovative, critical reading, only lightly rooted in philosophical concerns.

Rosemary Ashton

Dr Ashton is lecturer in English at University College London.

## Discovering home

Writers in Exile: the Identity of home  
in modern literature  
by Andrew Gurr  
Harvester Press, £15.95  
ISBN 0 85527 836 6

While the title prepares us for further details of James Joyce's singing teacher in Trieste or Forster's bus conductor in Cairo, the sub-title of Andrew Gurr's book points in a different direction to a theme in modern literature. The achievement of the book is, in fact, more substantial and significant than either of these suggested approaches.

Andrew Gurr puts the case that the idea of alienation which has bedevilled modern literature, at least since Jude the Obscure contracted the "ache of modernism", has been contained and expressed most powerfully by a group of writers who have experienced this state of mind in a particularly dramatic and painful form. These are writers who in order to express their vision of the world

have had to go into exile, to leave their colonial societies on the periphery of things, and seek freedom and reputation in the metropolis. Thanks to this liberating and traumatic experience they have been enabled to set the crucial idea of home and exile in vital interaction in their work, so avoiding nostalgic, and obscurist, theories of twentieth-century literature. The ache of modernism has, in the author's words, been "concentrated into the shape of the distant home", the expression of which has created a genuine literary identity for these exiles. They should not be confused with the literary expatriates who set off in search of the exotic.

This is a large thesis but a slim volume, and so there is only space to deal with three writers in detail: Katherine Mansfield from New Zealand, V. S. Naipaul from Trinidad, and Ngugi wa Thiong'o from Kenya. The author is not primarily concerned with biography or literary criticism but with the similar pattern of these writers' work and the way in which this articulates the tension between home and exile, the two sides of the coin of identity. He avoids the obvious dangers of a too simple model by constant vigilance against his own method, by a confident and economical grasp of a large amount of supporting evidence, and by the skilful deployment of his three writers. For he presents them not only as fascinating variations on the theme of literary colonization, but also as stages in a complex process.

Katherine Mansfield discovers home through exile, but it remains fixed and static; Naipaul defines his native tradition in the superb *A House for Mr Biswas* only to become a citizen of "a free state", a permanent exile in the present; while Ngugi achieves freedom from colonial alienation in his trilogy and his moves forward with his community into the dangerous future of *Petals of Blood*.

This is a stimulating and challenging book. Despite its modest proportions it requires the reader to take a fresh look at many of the received ideas about modern literature. And ideas about modern literature, and the ripples spread widely. Whether the writers or not, we are all a long way from home, even though our *petals of rain* is the home country, and a day trip to Boulogne.

David Carroll

Dr Carroll is professor of English literature at the University of Lancaster.

# BOOKS

ENGLISH

## The sixth cataract

Shakespeare: the critical heritage  
volume six: 1774-1801  
edited by Brian Vickers  
Routledge & Kegan Paul, £22.50  
ISBN 0 7100 0629 2

This collection of Shakespeare criticism, not only the longest but surely the most taxing enterprise in the *Critical Heritage* series, now reaches the end of the eighteenth century. Considering the ambitious dimensions of the plan revealed in the only volumes, the series has been edited with exemplary accuracy and critical discrimination.

After his sixth instalment as editor Professor Vickers has called a halt to deal with other pressing tasks, too long postponed. He sums up this enterprise in rather open-ended fashion, quoting an eighteenth-century editorial predecessor:

when I am fairly rid of the Dust of topographical Antiquity, which hath continued much longer about me than I expected, you may very probably be troubled again with the ever fruitful subject of SHAKESPEARE, and his COMMENTATORS.

For although chronologically we are now half way, in terms of content the picture is quite different - we have arrived only at a point roughly equivalent to the Sixth Cataract of the Nile. Ahead stretches an ever-widening expanse, leading to the vast data of twentieth-century specialization. For a project on this scale metaphors of an Egyptian magnitude set out of place.

There have been many anthologies of various phases of the four centuries of Shakespearean commentary, and only years ago Ralli's *History of Shakespearean Criticism* attempted to map the entire territory. The History pointed summaries of the views of the leading critics and scholars, British and foreign, but these were little more than short synopses, which included a minimum of quotation and were in most cases reduced to the editor's own paraphrasing. What distinguishes the present scheme is the breadth of the editor's historical vision and his resolve to present Shakespearean criticism and scholarship as an organic whole, continuously evolving from age to age; his account acknowledges periods of regression as well as of progress, and also the continued coexistence of sharply opposed critical systems - "no major change in the way we think about literature, or anything else, is effected quickly".

The material is by no means limited to critical studies, and includes three other main categories: adaptations of the plays, which occupy most of the first volume and throw more light upon the attitude of the period than much of its critical writing; dramatic notices and extracts from memoirs and biographies; and notes by the leading editors and textual editors. Thus the choice of texts, reinforced by a wide-ranging and incisive introduction, is used to create a literary perspective of successive ages, to chart the movement of taste, to document the critical vocabulary, to capture the climate of sensibility, and to uncover those tacit assumptions and prejudices in which the criticism and scholarship of any century are inevitably rooted.

By the period under review, the case of severe criticism of Shakespeare's art by virtue of a strict application of neo-classical "rules" had dominated the first third of the century, had been succeeded by the poet's steady advance to the status of the greatest writer in the world. Yet the habit of judging Shakespeare by a marking system of "rules" and "faults" died hard, and as late as 1794 the *Critical Review* was protesting against the use of such words as "blanket" and "rule". This general admiration for Shakespeare's understanding of hu-

man nature prompted an intense interest in his characters, notably Richard III, Falstaff, Hamlet and Macbeth, and the tendency to analyse them as if they were real people.

Among the critics of this period Maurice Morgann, little regarded at the time but later celebrated for his vindication of Falstaff, stands head and shoulders above the rest. Professor Vickers rightly demurs at the partisan nature of his defence of the knight and at his concentration upon character-analysis at the expense of dramatic structure and function, but the originality of his insights and the acuteness of his observation become all the more conspicuous when so many of his contemporaries are on view. The selection of his work together with that of other psychologically orientated critics such as Horace MacKenzie and Thomas Whately trace very clearly the approach to the position of Coleridge and Hazlitt.

Thus far the series has dealt only with native commentators, scarcely mentioning the European contribution; by the late eighteenth century the reader is aware of a gap which must surely be filled in the remaining volumes. In the sphere of textual criticism Professor Vickers pays a special tribute to the gifts of Edward Capell, whom he rates as far superior to his rivals and detractors Malone and Steevens: he quotes generously from his notes and also from his pioneer essay on Shakespeare's verse.

To maintain so strong a historical sense is to risk including some material for its historical rather than its literary interest, and certainly in some of the early volumes the reader is led through a number of "antres vast and deserts idle". The present volume contains many more discoveries of outstanding interest, and a considerable number of the extracts are reprinted for the first time.

Ian Scott-Kilvert

Ian Scott-Kilvert was formerly director of literature at the British Council.

## Versions of a pastoral

Benjamin the Waggoner  
by William Wordsworth  
edited by Paul F. Betz  
Harvester Press, £40.00  
ISBN 0 85527 513 8

Most consumers of literary texts (which means, in one way or another, most people) think of these objects as single and simple. That is, whatever the range and complexity of readings that it generates, the object of attention itself is straightforwardly produced by an author, multiplied in identical copies by a printer, and read by Wordsworth. So most readers are reading "a poem" written by "Wordsworth".

The smallest glance at the new and sumptuous multi-volume edition of Wordsworth now being published by Cornell (published in Britain by Harvester) reveals the reason for these invested commas.

*Benjamin the Waggoner* (or, *The Waggoner*) is a pleasant and kindly mock-heroic of somewhere between 818 and 945 lines, and four cantos (or not). It was produced by Wordsworth in 1802, 1806, 1809, 1812, 1819, 1820, 1827, 1832, 1836, 1845, and 1849, and may be said to encapsulate his characteristic style in at least some of those years. The surviving manuscript, or prints, or copies with emendations, are either copious or scanty, or contain emendations in the handwriting of Wordsworth, Mary Wordsworth, Dora Wordsworth, Coleridge, Sara Hutchinson, Edward Quillinan and John Carter. In other words, Wordsworth was an inveterate and obsessive reviser who relied to a great extent on copyists, who in turn lovingly preserved their copies. The problem is, if you wish to read "the poem", how do you go about it? Which poem do you read?

The traditional answer to such a question is to assume the author knew what he was doing, and take

his final revision as constituting "the poem" - thus behaving as if authors, unlike all other human beings, were the same person throughout their lives. In Wordsworth's case the weakness of this position is most apparent, since his inspiration is thought by some to have declined after 1807. In other words, each of the revisions was done by a less and less good poet. Thus it can be said that the poem in the previous major edition, De Selincourt's, called *Benjamin the Waggoner*, is in fact the worst of the poems that belong to that name.

The Cornell editors have adopted a more radical policy. Each of Wordsworth's heavily revised poems is treated as a set of poems, and presented as such. Thus in this edition we are offered, first, two "reading texts" of the poem, on facing pages: the version in the (probably) earliest substantial ms of 1806 with a slightly amended punctuation, and that of the first edition of 1819. Here too the revisions in the eight revised printed editions are given, in the form of footnotes to the 1819 text. Secondly, transcriptions, usually with facing photographic reproductions, of other ms material: the second earliest ms in full, ms 3 of 1812 with a full transcription and selected reproductions, and other fragmentary mss with transcriptions and reproductions. Thus the entire set of poems may be either reconstructed or read direct, often in their original ms form.

The results, I think, are excellent. Such an enterprise requires extraordinary editorial labour, extraordinary care, and very considerable patience and delivery of the printer to bring out the contrasts in faint mss. In this edition an imaginative conception has found a press and an editor that have done it justice.

I would advance only two criticisms. First, a large number of detailed and difficult judgments have necessarily been made in identifying the handwritten texts. These judgments are given orally, without the detailed evidence of professional analysis that they require. Such amateurishness about handwriting identification has not been acceptable in British or American courts since the nineteenth century: why should scholarship lag behind? Secondly, a query. The mss are printed in editions, have a large number of often quite minute alterations, apparently in the hands of Wordsworth's amanuenses. How do we know that their source is Wordsworth? Perhaps the evidence is available, but it is not discussed here. Just how much in fact of the poem(s) are by the poet(s)?

Tom Davis

Tom Davis is lecturer in English at the University of Birmingham.

## Pull of fatality

Elizabeth Bowen: an estimation  
by Hermione Lee  
Vision Press, £12.95  
ISBN 0 85478 344 X

Elizabeth Bowen's best-remembered novel *The Heat of the Day* opens in Regent's Park at twilight, when only a few "blades of sunset" are left to compete against encroaching "glassy darkness". In this dusky setting we are shown: the figure of Louis Lewis, a working-girl of about twenty-seven, wearing an "imitation camel-hair coat", her voluptuous mouth "caked round the edges, the edges only" with lipstick, and her face "sun-coarsened". The author remarks: "About her way of sitting, about as much of her body as her way of sitting could let be seen, there was a sort of clumsy yet quite graceless pre-adolescent strength".

The shadowy lighting of the scene; the attention to details of dress and "pre-adolescent" qualities retained (sometimes defiantly) in adulthood, and the mannered syntax used to describe the girl's posture all seem typical of Elizabeth Bowen's writing. But in *Elizabeth Bowen: an estimation*, a critical study which argues that the relative critical neglect of

this novelist has been undeserved, Hermione Lee proposes that *The Heat of the Day*, though in many ways the culmination of Bowen's work, is neither "altogether characteristic" nor her "best novel". To find the best, it is suggested, we need to look elsewhere; not in the later novels where artistic maturity might be expected, but in a number of works where Bowen controls stylistic idiosyncrasies, using them with precision to evoke places and people under strain.

Since Bowen's artistic successes are shown to have been intimately bound up with her Anglo-Irish background, Hermione Lee's attention to the fictional treatment of children and adolescents confronting and often trying to withstand the pressures of the "grown up" world is especially appropriate, though in ways which tend to diminish rather than elevate Bowen's standing. Rather like a Bowen character who finds the present barren in comparison with the past, the reader of this study is likely to become progressively nostalgic for the excellent first chapter, which deals with books set in Ireland, the non-fictional memoir *Bowen's Court*, and the novel *The Last September*. Only the second of ten novels, *The Last September* is seen as fusing social comedy and an "underlying pull of fatality" with a sureness of touch which is lost in later works where Bowen veers into affection, and at times into incoherence.

Quite rightly, Hermione Lee insists that Bowen was as much a London literary figure as she was a member of the County Cork Protestant gentry. Yet the impression left is that the themes Ireland provided (the coexistence of violence and humour, for example, or the narrow line between ideals and obsessions) became increasingly vague as Bowen "grew up" and acclimatized herself to conditions which were less narrow, but perhaps more inhibiting in an imaginative sense. Hermione Lee's expert account of the major influences on Bowen's work actually begins to tell against her subject: whereas the strengths of an Irish writer like Le Fanu can be seen passing into Bowen's fiction in an enlivening and individual way, the portrayal of her own belonging within a tradition of "European modernism indebted to Flaubert and James" is less persuasive. The debts to James in particular have more the air of dilutions (or even flagrant borrowings) than is probably intended, and what emerges is a discrepancy between Bowen's grasp of Jamesian principles and her ability to make his (and Flaubert's) methods work in her own novels.

Writing short stories was a different matter: in this genre, as Hermione Lee points out, Bowen's techniques for producing an effect of "disconcerting suggestiveness" could be "most immaculately and resonantly employed". Significantly, it is in her chapter on the short stories that Hermione Lee temporarily abandons the chronological organization of her book, a procedure which enables her to demonstrate through individual pieces and groups of stories the diverse methods used by Bowen to explore those indistinct boundaries and "ominous vacancies" which intrigued her. The short story was the perfect form in which to express her awareness of dislocations and fragmentariness in human experience, and it is here that she does seem plausibly a "modern".

Given that the short story is a minor form it is hardly surprising that Bowen's stories should be treated more as adjuncts to the novels or as interludes in a long literary life than as the possible basis of "an estimation" in themselves. But it partly explains why Hermione Lee's efforts to raise Bowen's critical prestige, though never offensive, do seem staid: the company of Jane Austen and Henry James (or even Graham Greene and Virginia Woolf) is more than Bowen's novels (and criticism) can stand. Perhaps it would, after all, be better to be remembered as first-class in the less exalted but by no means shaming company of Algernon Blackwood, M. R. James and Sean O'Faolain.

Valerie Shaw

Valerie Shaw is lecturer in English at the University of Edinburgh.

## Arthurian Literature I

Ed. RICHARD BARBER. Contains  
essays on Chrétien de Troyes, the  
Vernon History of the Morte Arthuri,  
Malory, and Charles Williams'  
Arthurian poetry. £15

## Arthurian Studies 1. Aspects of Malory

Ed. T. TAKAMIYA & D. S. BREWER. 10 essays on Malory's sources, the sequence of the tales, the scribal and textual tradition, and Malory's identity. £17.50

## II. Alliterative Morte Arthure

Ed. K. H. GÖLLER. This reassessment covers the poem's place among the chronicles and romances, its date and likely audience, and the author's attitude to contemporary problems. £17.50

## III. Arthurian Bibliography

Ed. C. PICKFORD & R. LAST. A complete author-listing of all critical material recorded in the standard Arthurian bibliographies. £35

## The Early Plays of Robin Hood

DAVID WILES. Robin Hood emerges from these plays as an emblem of spring and of rebellion, flouting and parodying regular authority. £12

## Piers Plowman Studies

### I. Theme of Government in Piers Plowman

ANNA BALDWIN sets Langland's discussions of government in their precise 14th-century context. £12

## II. The Figure of Piers Plowman

MARGARET GOLDSMITH finds a key to Piers' character in the writings of Augustine, Ambrose, Gregory and Jerome. £12

## Chaucer Studies VI. Syntax & Style in Chaucer's Poetry

GREGORY ROSCOW outlines structural features of Chaucer's syntax relevant to the study of style. November. £15

## Golden Age of English Drama

S. GORLEY PUTT. The only modern one-volume survey of Elizabethan and Jacobean drama. £15

Catalogue available from:

Boydell &amp; Brewer

PO Box 9, Woodbridge, Suffolk  
Tel: (0394) 411320

## Literature and the American urban experience

Michael C. Jaye and Ann Chalmers Watts editors  
0719008484 paper £7.50 approx November

## The Battle of Maldon

D. G. Scragg editor  
0719008433 cloth £12.50 approx  
0719008387 paper £4.50 approx November

## Standard languages, spoken and written

W. Hays editor  
0719007747 £14.50 approx December

Manchester University Press  
Oxford Road Manchester M13 9PL

manchester



## BOOKS

ENGLISH

## Abiding poetry

The New Oxford Book of Christian Verse chosen and edited by Donald Davie Oxford University Press, £7.95 ISBN 0 19 213426 4

This new anthology is a successor to Lord David Cecil's *Oxford Book of Christian Verse*, published in 1940. It is a thinner volume, less abundant in its choice but full of a distinctive flavour and individual character.

The great pleasure of Lord David's book was the feeling that here was God's plenty; Professor Davie is more selective, more serious in some respects. His book is chapel, not church, in its temper: his love for the plain style and for a purity of diction is part of an almost palpable dissenting seriousness. He ends the probing, questioning preface, for example, with an uncompromising credo: "when speaking to God, in poetry as in prayer, any sort of prevarication or ambiguity is unseemly, indeed unthinkable."

The seriousness of intent and choice is evident throughout, but in a few places is especially noticeable. The selection from Chaucer, for example, includes not the *Prologue* or the *Parson's Tale* but the end of *Troilus and Criseyde* and the description of the Parson from the prologue to *The Canterbury Tales*; it may be fanciful to say so, but the portrait of the Parson seems to shed an influence on the poems around it. It is a touchstone, a description of a straightforward and simple Christian goodness which occurs again in Spenser and Herbert.

Herbert, who plainly says "My

God, My King", looks forward to the hymn writers, to Richard Baxter ("Ye holy Angels bright") and Isaac Watts, followed by a host of others - Byrom and Doddridge, Charles Wesley, Newton and Cowper, Montgomery, Heber, and the great Victorians. Thomas Binney, Newman, Henry Francis Lyte. In his earlier anthology, Lord David did not quite know what could be said about hymns, though with characteristic generosity he included a good many. "Hymns", he wrote, "are usually a second-rate type of poetry", and he saw them as rescued primarily by the passions of evangelicalism, a "murky thunder-light" which transfigured their limited range and technique. Professor Davie knows otherwise: to their plain style and their seriousness he adds another argument, pleading a democratic justification for including so many since this is "poetry that has been brought to the people, and still abides with them".

Where this hymn tradition peters out is in the twentieth century. Professor Davie's only example is Clifford Bax's decorous and restrained "Turn back O man", he has nothing to do, thank goodness, with the so-called "explosion" of hymn-writing that has taken place during the last thirty years. However welcome this explosion may be to the clergy and the compilers of hymn books, it has produced nothing to set beside the Victorians, or the poets of earlier centuries. "Does it deserve to appear between the same covers as Herbert's 'The Collar' or his 'Church-muniments'?" was the question which Professor Davie tells us he asked; in his twentieth-century section it has led to the inclusion of some moving celebrations of Christian doctrine, but with a strong emphasis on the frailty of man and the existential problems which arise in connexion with belief and action. Here again we can observe Davie's non-conformist inheritance, his nose for an inquiring spirit, a seeker after truth: twentieth-century Christian poets have to fight through to their understanding. So, too, Davie prints Wordsworth's "Resolution and Independence", a strange choice at first sight but one which can be seen as a

classic example of the lost man finding himself.

The poets most fully represented are Herbert and Vaughan, Smart and Cowper; those which have surprisingly little representation are Dunbar, Blake, and Hopkins. But from the first poem, *The Dream of the Road*, to the last, Peter Dale's moving picture of an evangelist father visiting the pub where his son is drinking, this is a collection with its own distinctive tone and a spare seriousness that compels respect.

J. R. Watson

J. R. Watson is professor of English at the University of Durham.

## Post Office style

**The Reasonable Man: Trollope's legal fiction** by Coral Lansbury Princeton University Press, £9.60 ISBN 0 691 06457 1

**The Trollope Critics** by N. John Hall Macmillan, £15.00 ISBN 0 333 26298 0

After Attlee lost the 1951 election and was preparing to resign the leadership of the Labour Party, he expressed interest in Trollope's political novels in a *National and English Review* article. Harold Macmillan has often confessed his admiration for Trollope. Partly for these reasons, the popular conception of the English elder statesman is that of a sagacious old bibliophile sitting by the chimney corner at Birch Grove, or some other prestigious Sussex mansion (perhaps a "farm" nowadays), reading *Framley Parsonage* or it may be, *The Prime Minister*. "Deep reasonableness" was what Trollope was supposed to offer, and elder statesmen doubtless enjoyed the feeling of being deeply reasonable - now that the race was run and the dust was settled.

Deeply reassuring, as well as deeply reasonable. As Ms Lansbury says: "It is this reasonableness in an unreasonable world that has always comforted and reassured Trollope's readers." Of course "unreasonable" there carries no metaphysical weight. The reasonable world Trollope's characters seek to make more reasonable is so by virtue of social indiscretion and the intrusion of malevolent outsiders. As elder statesmen ponder the intricacies of public conscience and private inclination within Trollope's pages, they can comfort themselves that there are limits to unreasonableness; that in spite of India, or Suez, life really is, truly, deep down, reassuring.

But where, in respect of the style and structure of the novels, does this reassurance come from - the reassurance and the shrewd but relaxed insight into human behaviour? What is the question Trollope critics, who on the whole agree with Attlee and Macmillan about the reassuring reasonableness of these novels, have such difficulty answering?

Henry James thought that the Post Office might have had something to do with it. In his *Century Magazine* obituary he ventured the observation that Trollope "was for many years concerned in the management of the Post Office; and we can imagine no experience more fitted to impress a man with the diversity of human relations." But Ms Lansbury thinks that what the Post Office did for Trollope was more a matter of style, and that "Francis Freeling and his Post Office report did more to shape the structure of Trollope's novels than did any writer."

Sir Francis Freeling was Secretary to the Post Office when Trollope became a junior clerk in the service in 1834. Lansbury has found out that buried in Post Office records are 200 volumes of Freeling's submissions to the Post Master General and nearly 700 large boxes filled with his original reports, that Trollope studied assiduously during his early years at the Post Office. The form of these submissions is based on recommendations contained in John Frederick Archbold's influential *Digest of the Law Relative to Post Office*. Even to



Trollope as depicted by Spy for Vanity Fair's "Men of the Day" series in 1873.

this day, Lansbury claims. "Post Office reports follow the requirements of Archbold's declaration: three parts, a Commencement, the Statement of the Cause of Action - and the Conclusion."

Ms Lansbury attaches great significance to the Archboldian declaration as an influence on Trollope's writing. And who can doubt that a man who, over a period of years, has been in the habit of composing reports according to this prescription will tend to let their style and general structure spill over into his other, more imaginative compositions? The fly in the ointment of Ms Lansbury's argument is that when the form of such a report is made over into narrative terms, what is produced is something very close to what novelists from Fielding to Jane Austen and beyond were in any case producing - namely, something very like a beginning, a middle and an end, in that order.

Certainly Lansbury draws attention to other rather more specific consequences of Trollope's dependence on the Archbold/Freeling declaration, and she is interesting on the tension in Trollope's work between legal judiciousness stemming from his Post Office experience on the one hand, and visions of life culled from popular fiction on the other. But her failure to say much about Trollope's style in the light of her discoveries among the Post Office surveys has the effect of floating the second half of her book away from its moorings in the first. For the application to the novels of what she has discovered about the structure of the legal declaration does not tell us much more about Trollope's narrative technique than we probably knew already; and the tabulation of single, multiple and extended multiple transactions anticipates the same sort of analysis of the novels as Robert Tracy, for example, gave us in his recent *Trollope's Later Novels*.

Professor Hall's collection of essays betrays a misguided intention. Each separate essay goes over similar ground, trying to identify the sources of that quality of Trollopean reassurance in general terms rather than by extended reference to individual novels. With very little significant reward. Predictably, the essays written by practising writers have most to offer - whether it be James's long and often weighty recommendation or Snow's brief magisterial appeal to common experience. Best of all, however, is Frank O'Connor's unassuming contribution: clearly written, subtly shaped, and full of humane discriminations about the Barsetshire novels.

Patrick Swinden

Patrick Swinden is senior lecturer in English at the University of Manchester.

## Browning seen plain

Robert Browning: the poems, two volumes edited by John Pettigrew, supplemented and completed by Thomas J. Collins Penguin, £10.00 per volume ISBN 0 14042 259 5 and 260 9

The recondite world of textual scholarship has been enlivened for some time by a controversy of unusual ferocity. A major 14-volume American university press edition of Browning, in process of publication since 1969 and known as the Ohio-Baylor Browning, has been typically described as "a prime example of bibliographical ineptitude." Its editors have departed from established editorial theories, neglected important manuscript materials, and their edition is shot through with errors in text, variants and notes. One of its former editors, Morse Peckham, de-fected to declare it "perhaps the worst edition of any serious poems that has ever been published."

The new Penguin Browning is the context of this, unusually important. Both its editor, John Pettigrew, and Thomas J. Collins, who completed the work after Pettigrew's death, were centrally involved in re-posing the textual and annotative corruption of the Ohio-Baylor Browning. Now they have provided a meticulous edition of their own. It is basic copy-text: the collected edition of 1888-89, collated with other textually important editions and Browning's final revisions; uncollected poems are taken from manuscripts or first printings (one of these on a Barsetshire gravestone).

Defective readings due to printer's errors are corrected; for example, "You criticize the soil? it reared its tree" ("Bishop Blougram's Apology", 1855), "soul" crept in for "soil" in 1868 and has been transmitted through every printing since then. This edition delights not only in such minute detective work, but also in its range of notes and suggestions for further reading; nothing is epideictic, everything is concise and tightly woven in. This is a work of major scholarship; it is sad that John Pettigrew did not live to see his project in print.

Browning's career followed an elliptical pattern. Between the early and later complexities of *Sordido* and *Prince Hohenstiel-Schwangau* appeared the dramatic monologues (from *Dramatic Lyrics* to *Dramatic Personae*) that have enjoyed the keenest response from readers. Everything up to *Hohenstiel* (apart from *The Ring and the Book*, which is published separately) is in volume one, which will therefore be a popular text. But the developing intricacies of the later, often uncollected poems from *Finde and Red Crown* to *Night-Cap Country* onwards are gradually earning a new scholarly respect that will be well served by this first ever appearance, in volume two, in a punctiliously correct version. It will at last be possible to see Browning steadily and to see him whole. Pungitive poems are included though the Armstrong Browning Library at Baylor University, and some private owners, refused to allow others to be reproduced. This seems a petty exercise of the prerogative of ownership, to the detriment of Browning's readers. The Penguin Browning nevertheless seems as nearly definitive as we are likely to get.

It is rare that a major university press edition should yield authoritative place to a paperback collection, but I believe that this is precisely what has happened. Thanks to the impeccable editorial procedures of Professors Pettigrew and Collins, the Penguin imprint is not only likely to become the most popular prescriptive text, but it also has every claim to be regarded now as the standard edition.

Richard H. Taylor

Dr Taylor was until recently senior lecturer in English at Stockport College, University of London Institute of Education.

## BOOKS

ENGLISH

## The growth of mind

**Autobiography and Imagination: studies in self-scrutiny** by John Pilling Routledge & Kegan Paul, £10.50 ISBN 0 7100 0750 2

**The Uses of Obscurity: the fiction of early modernism** by Allan White Routledge & Kegan Paul, £12.00 ISBN 0 7100 0751 5

It is one of those ancient and recurrent discoveries in aesthetics, though one we tend to ascribe historically to the Romantics, that the artist's life and his work may be of one and the same metaphysical substance. The notion reinforces a distinction, again a Romantic one, between the poetic existence and "everyday life". The artist is representative of a shared condition but is also alienated and detached from it. Not only does he draw on his own experience in his art, but that experience itself becomes subject (if only retrospectively) to a formal shaping and control. The artist's life is itself an imaginative act.

Except, perhaps, during periods of high polemical pressure (like the 1930s), the tension between the demands of "everyday life" (almost inevitably an ironical category) and purely formal, artistic demands can never be satisfactorily resolved. The literary career will almost always be a struggle between irreconcilable conceptions of the artist's personal relation to his world. We see this in Angelica's or Pascal's highly literary fictions between profane and purely formal, artistic demands can never be satisfactorily resolved.

The literary career will almost always be a struggle between irreconcilable conceptions of the artist's personal relation to his world. We see this in Angelica's or Pascal's highly literary fictions between profane and purely formal, artistic demands can never be satisfactorily resolved. The literary career will almost always be a struggle between irreconcilable conceptions of the artist's personal relation to his world. We see this in Angelica's or Pascal's highly literary fictions between profane and purely formal, artistic demands can never be satisfactorily resolved.

John Pilling has analysed the autobiographical writings of nine figures for whom a consciously literary self-examination provides a new perspective on their major intellectual concerns, most often when these are threatened by repression or exhaustion. Pilling defines autobiography in a carefully limited way. He is not concerned with the memoir, confession or intimate journal but with something close to Wordsworth's attempt to trace, in *The Prelude*, the growth of a poet's mind. That preparatory, prefatory function is reflected in much of the work Pilling examines which is accessory to other, not always literary, concerns - to Henry Adams's sense of history, to Michel Léris's ethnography, to Adrian Stokes's concern with visual form. The autobiographical essays of literary figures, too, are analysed in terms of the wider crisis and the demands of state socialism; anxiety over class and national affiliation in the case of Henry Green and Nabokov; James's uneasy sense of American cultural inferiority.

The aim of all these is not self-revelation but the exploration and life a meaningful shape. Percy Lubbock saw James's "written life" not as a mere succession of events but as a deeply interwoven pattern of relations and emotions each illuminated by the other, an aesthetic object, names obsessively examined the opaqueness of everyday life; individual details attain a significance in the "ordered" imagination only when

subordinated to the "ensemble" of form. James and his friend Henry Adams sought an answer to the notorious flatness of American society by installing types upon it borrowed from Charrles, Mont-Saint-Michel, from among the poor of Boulogne and the riches of the Louvre. *The Education* and James's autobiographical books did not aspire to an objectivity of detail; they constituted an "act of life", a gesture of cultural redefinition, impersonal, historically relative and perspectival.

James and Adams depended on an unearned nostalgia for a more complete, shaped existence. For Yeats, the orator O'Leary was separated from the artist by his inability to reconcile past and present: O'Leary remained trapped in that continuous, political present Yeats believed had condemned Ireland to an unconscious repetition of her own tragic history. Nabokov, in *Invitation to a Beheading*, similarly calls on the past to deliver its message with all the ambivalence of the exile towards his origins. Sartre's autobiography is a fierce attempt to free himself from his past through a struggle with the inertias of "words" themselves.

Henry Adams welcomed in autobiography "the extreme complexity of extreme simplicity", a potent mixture of "privacy and abandonment". The whole modernist movement evinced a similar ambivalent distrust of self-exposure. In *The Uses of Obscurity* Allan White persuasively argues that the crisis of realism in the early years of the century led to a shift of emphasis toward a concealment of the self. The very intelligence and sophistication of the new "reading public", as distinguished from the private, isolated reader, forced a defensive posture on the author from which he must inscribe himself

obscurely and enigmatically in his text, in a kind of "compromised biography". This echoes Henry Adams's credo that every man is his own artist when faced with the autobiographical art-work. In an effort to speak to and for his people, to link his dreams with a common responsibility, Yeats had sought "the dramatically appropriate utterance of the highest man", by which he meant the hero-artist. White analyses the fiction of Conrad, Meredith and James to show how the presence of the "highest man", the artist in the text, demands a deeper, reconstructive reading. The three are acknowledged masters of reticence and White shows how that mixture of "privacy and abandonment" generates the narrative power and moral complexity of their tales.

Critical analysis of autobiographical writing always runs the risk of tautology or empty universalization. Dr Pilling and Dr White have provided, from their very different but complementary perspectives, a convincing argument for the centrality of the autobiographical mode in literary modernism. Their sense of textual construction and development is acute and suggestive and the choice of authors examined is refreshing. Most valuable of all, perhaps, is that awareness of the textual value of not specifically literary texts called for by Jonathan Culler in an excerpt from his new book *The Pursuit of Signs* published in *The Times* on July 24. Only through a sensitivity to those wider issues and procedures can we come to grips with the complexities of the great modernist narratives.

Brian Morton

Brian Morton has taught at the Universities of East Anglia and Tromsø.

## Squeezing Defoe

**Defoe's Early Life** by F. Bastian Macmillan, £15.00 ISBN 0 333 27432 6

Students of Defoe tend to divide into two camps: those devoted to the cult of "Saint Defoe", and those who regard him as a rogue - a remarkable rogue, but a rogue for all that. "It has been my character," he assured the quaker William Penn, "that I scorn to Lye." Contemporaries and biographers have not been so sure. It was said that Defoe "could not be trusted for ten pence" after failing for the immense sum of £17,000 in 1692. "Defoe was a great story-teller in more senses than one," wrote his nineteenth-century biographer William Minto. "We can hardly believe a word that he says about himself without independent confirmation."

In writing about Defoe's early life, Mr Bastian's "method" is to scour Defoe's writings for autobiographical information, and "to squeeze it a good deal harder than before." Biographical materials are scattered through Defoe's hundreds of published works. The massive problem in utilizing these sources remains the conflict in evidence between what Defoe says about himself, and the very different accounts of his conduct given by contemporaries. For instance, Defoe's relations with William III have always been obscure, all the conflicting evidence coming from Defoe himself. Mr Bastian offers nothing to clarify the picture, but instead compensates with a number of assumptions. William's new-found confidence in the autumn of 1700, he claims, "can only be explained by the trust he was already placing in his new confidential agent, Defoe." A better explanation would be the agreement he had just thrashed out with the country opposition which had plagued him throughout the 1690s. In return for the safe passage of the bill of succession, the King agreed to clauses reducing his prerogative, or rather the prerogative of his successors. There is no firm evidence to justify our calling Defoe William's "confidential agent." Similarly Defoe's links with Somers, the leading Whig

politician, have yet to be established. Despite devoting an appendix to Defoe and Somers, Mr Bastian can supply no concrete evidence of a relationship. But it is asserted that in 1701 Defoe "certainly maintained contact with the leading Whig statesmen." The fact is that we simply do not know.

The bulk of what Mr Bastian has to say has been deduced from what Defoe says about himself, and what he has to say about his fictional characters. "It may well be felt that the result is unduly speculative," he concedes, "and that the book ventures too confidently over insecure ground." Despite this disarming admission, it cannot be ignored that we are constantly being told that Defoe "must have done" this, or "must have felt" that. I certainly feel uneasy at the suggestion that the Quaker in *Roxana* may be an idealized portrait of Defoe's own mother - she may have been a Quaker, we just don't know. I'm equally sceptical of H.F., the narrator of *A Journal of the Plague Year*, as Defoe's saddler uncle, Henry Foe. There are simply too many ifs and what-might-have-beens. This extends to the attribution to Defoe (purely on internal evidence) of new pieces, which are listed in an appendix, and used to flesh out the bare bones of the biographical account. It is difficult to judge whether or not these works are his (but then this is always the case with Defoe) but given Mr Bastian's unconvincing account of the politics of the last years of the reign of William III, I would hesitate to accept some of the attributions purely on the grounds that we can't be sure what Defoe's attitude to events would have been.

To be fair, Mr Bastian has also done an admirable job in searching for Defoe's name in obscure contemporary documents like the records of Cornhill Ward. We must be grateful for any new fact, however slight, about this elusive man. But in the end Mr Bastian's "method" was bound to detract from his fascinating detective work, and this book, rather than being an authoritative biography, is merely an intriguing account of "what might have been" Defoe's early life.

J. A. Downie

Dr Downie is lecturer in English at Goldsmiths' College, London.

## Methuen for Literature

## Coming of Age in Shakespeare

MARJORIE GARBER

As an 'anthropological' approach to Shakespeare, this book is written in the spirit of Margaret Mead's *Coming of Age in Samoa*. Viewing drama as a mirror to culture - as an 'enactment' of a society's way of life - the author focuses on the concept of 'rites of passage', and what it means in the Shakespearean world to be a successful adult.

256 pages  
Hardback 0 416 30350 1 £12.50

## The Romantics

Edited by STEPHEN PRICKETT

*The Context of English Literature Series*

Romanticism can be seen as a response to certain types of questions - aesthetic, philosophical, religious and political - that were being asked increasingly towards the end of the eighteenth century, these essays explore these questions, and the answers that the Romantics provided.

280 pages, illustrated  
Hardback 0 416 72010 2 £9.50  
Paperback 0 416 72020 X £4.95  
Ex USA

## Introduction to Keats

WILLIAM WALSH

In this study William Walsh sets out to provide a comprehensive but approachable introduction to the life and works of John Keats. Working within a tightly biographical framework he looks at Keats from the point of view of the development of his art and sensibility, examining all the major poems and relating them to the letters; reference is also made to the best contemporary writing on the subject.

160 pages  
Hardback 0 416 30490 7 £7.95  
Paperback 0 416 30500 8 £3.25

## Jacobean and Caroline Poetry

An anthology edited by T. G. S. CAIRN

In compiling this anthology, the editor has taken a fresh look at each poet of this age, eschewing a simple acceptance of established valuations, and has introduced students to the period by setting the poets in the context of the intellectual, political and social history of these turbulent years. Both leading and minor poets are included, and the poems are annotated throughout.

352 pages  
Hardback 0 416 31060 5 £9.95  
Paperback 0 416 31070 2 £4.95

## Sexual Fiction

MAURICE CHARNEY

*New Accents*

*Sexual Fiction* is the first book to define literary works with explicitly sexual themes as a distinct genre. It explores commonly held cultural assumptions about sex - sexual 'mythology' - as these affect literature and considers the tangled relationship between sexual fantasy and sexual fact.

196 pages  
Hardback 0 416 31930 0 £5.50  
Paperback 0 416 31940 8 £2.95

Second Edition

## Chaucer: An Introduction

S. S. HUSSEY

Dr Hussey's intention in *Chaucer: An Introduction* is to show how and why Chaucer is interesting to us, while at the same time suggesting what made him an outstanding poet in his own age. As well as examining the early poems, *Troilus and Criseyde*, and *The Canterbury Tales*, Professor Hussey gives a thorough account of Chaucer's background - of the traditions in which he wrote, his position among his contemporaries, and the kind of people for whom he wrote.

256 pages  
Hardback 0 416 72130 3 £8.95  
Paperback 0 416 72140 0 £4.95

Methuen & Co., 11 New Fetter Lane, London EC4P 4EE

## The World's Classics

Now more than fifty titles strong, the World's Classics offers the student a superb library of world literature. All World's Classics have definitive texts, authoritative - often specially commissioned - introductions, and most also have useful notes, a chronology of the author, and a bibliography. Attractively produced with full colour covers, they are excellent value.

Very pleasantly designed and extremely well edited. Sunday Times.

Some new and recently published titles:

**Shirley**  
Charlotte Brontë  
Edited by Herbert Rosengarten  
£2.95

**Robinson Crusoe**  
Daniel Defoe  
Edited by J. Donald Crowley  
95p

**Cousin Phillis and other Tales**  
Elizabeth Gaskell  
Edited by Angus Easson  
£2.95

**The Mill on the Floss**  
George Eliot  
Edited by Gordon S. Haight  
£1.95

**Four Major Plays**  
A Doll's House, Ghosts, Hedda Gabler, and The Master Builder  
Henrik Ibsen  
Translated by James McFarlane and Jens Arup  
£1.95

**Uncle Silas**  
Sheridan Le Fanu  
Edited by W.J. McCormack  
£2.95

**Wuthering Heights**  
Emily Brontë  
Edited by Ian Jack  
95p

**The Private Memoirs and Confessions of a Justified Sinner**  
James Hogg  
Edited by John Carey  
£1.95

**Roxana**  
Daniel Defoe  
Edited by Jane Jack  
£1.50

**Selected Stories**  
Katherine Mansfield  
Edited by D.M. Davin  
£1.75

**The Adventures of Roderick Random**  
Tobias Smollett  
Edited by Paul-Gabriel Boucé  
£2.60

**The Picture of Dorian Gray**  
Oscar Wilde  
Edited by Isabel Murray  
£1.25

For more information about the World's Classics please write to Juliet Hills, Oxford University Press, Walton Street, Oxford.

Oxford University Press



## Critical Approaches to Literature

Second edition

David Daiches

*Critical Approaches to Literature* is an examination of the different ways in which literature has been explained and evaluated from the time of Plato to the present day. On its first appearance this book immediately established itself as a standard text, and now, for the first time, David Daiches has thoroughly revised the book to take account of scholarly developments and changes in perspective since its original publication.

Publication: 19th October 1981  
Paper 0 582 49180 0 £5.95 net 416 pages

## Milton's Style

The Shorter Poems, *Paradise Regained*, and 'Samson Agonistes'

Archie Burnett

Discussion of Milton's style has tended to concentrate on *Paradise Lost* and although the rest of his poetry has been the subject of vast and complex scholarship, there has hitherto been no detailed and wide-ranging study of Milton's stylistic achievement from 'L'Allegro' and 'Il Penseroso' to *Paradise Regained* and 'Samson Agonistes'. Archie Burnett's book provides lucid and detailed analyses of the poetic styles of these and a selection of his minor poems.

Publication: December 1981  
Cased 0 582 49128 2 £4.50 net Paper 0 582 49129 0 £3.95 net 240 pages

## Explanation in Linguistics

The Logical Problem of Language Acquisition

Edited by N Hornstein and D Lightfoot

Longman Linguistics Library series

A collection of seven papers which focus on what is called the 'logical problem of language acquisition'. The writers, working within the 'Extended Standard Theory', show how the problem of language acquisition shapes explanations and debates the general form of analysis in various domains of linguistics.

Publication: November 1981  
Cased 0 582 29114 3 £12.00 net Paper 0 582 29115 1 £9.95 net 320 pages

## Spoken Discourse

A Model for Analysis

W Edmondson

Longman Linguistics Library series

This book develops a systematic way of analysing everyday conversation, based on a corpus of elicited dialogues covering a varied range of situations. The book contains a selected review of philosophical, sociological and linguistic approaches to the analysis of speech, and an extensive bibliography.

Publication: December 1981  
Cased 0 582 29120 8 £9.95 net Paper 0 582 29121 6 £5.50 net 240 pages

Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Longman

## NOW AVAILABLE FROM CHICAGO

Representation and the Imagination

Beckett, Kafka, Nabokov and Schoenberg

Daniel Albright October, £9.95

The Soviet Novel

History as Ritual

Katerina Clark June, £14.00

Essays in Persuasion

On Seventeenth-Century English Literature

Frank Livingstone Huntley April, £9.80

Power &amp; Order

Henry Adams and the Naturalist Tradition in American Fiction.

Harold Kaplan July, £10.50

The Realistic Imagination

English Fiction from Frankenstein to Lady Chatterley.

George Levine May, £17.50

Worlds from Words

A Theory of Language in Fiction.

James Phelan July, £14.00

Shakespeare and the Problem of Meaning

Norman Rabkin April, £11.20

An Exemplary History of the Novel

The Quixotic versus the Picaresque

Walter L. Reed May, £15.75

THE UNIVERSITY OF CHICAGO PRESS

128 Buckingham Palace Road, London SW1W 9SD

## THESE

THE FOLLOWING SPECIAL BOOK NUMBERS ARE PLANNED FOR NOVEMBER

- NOV 6 AMERICAN STUDIES
- NOV 13 MATHS & PHYSICS (II)
- NOV 27 PSYCHOLOGY (II)

FOR FURTHER INFORMATION ABOUT THESE FORTHCOMING FEATURES PLEASE CONTACT: SUE PELOW ON 01-837 1234X7725

## BOOKS

ENGLISH

## Unfailing spirit

Reconstructing Aphra: a social biography of Aphra Behn by Angeline Goreau  
Oxford University Press, £8.95  
ISBN 0 19 822663 2  
The Female Wits: women playwrights of the Restoration edited by Fiddis Morgan  
Virago, £8.50  
ISBN 0 86068 231 5

Among playwrights of either sex few have led more varied and vivid lives than Aphra Behn. Brought up in obscure, disputed circumstances in Kent (even her maiden name and place of birth are uncertain), she established herself within a few years as a leading figure among the literati of the Restoration, becoming a prolific authoress and friend of writers, wits and men of rank.

Her social advance was perhaps not so very remarkable: Angeline Goreau gives plausible reasons for speculating that Aphra began life as the illegitimate child of the aristocratic Lady Willoughby. What was certainly remarkable was the pattern of events that distinguished Aphra's existence from the sheltered and predictable biography of most Restoration women of the middle class and above. There was first the colourful episode overseas in Surinam.

Thrown on her own resources by the death of her father, or stepfather, on the outward voyage, Aphra combined a life of privilege at the grand house on St John's Hill with exploratory forays into the world of what was then a dangerous country. More important, she became implicated somehow in the cruel tale of slavery and oppression that later supplied the material for her 'novel' *Oronoko*. In Surinam she also consorted with William Scot, son of the organizer of political intelligence under the Commonwealth, and an adventurer, spy and criminal. Scot was one who figured in a subsequent chapter of Aphra's life, when she served as a spy in royal employment in Antwerp. Not only were the day-to-day conditions of life occasionally harsh (Aphra seems to have been shipwrecked on her way back to England) but the dangerous circumstances of her trade were aggravated by the refusal of the King's ministers to pay even her expenses. Forced to borrow to keep herself alive, she repeatedly petitioned for funds to release the debt. When payment was withheld, she was thrown into prison.

Aphra's emotional biography compares in intensity and colour with her outward adventures. Not much is known about Mr Behn (his very existence has been doubted), though Angeline Goreau not implausibly connects him with the elderly city merchants so acutely re-created in Aphra's writings. Whether or not Aphra was for a short time the victim of a loveless marriage based on money, she certainly engaged a few years later in a passionate love affair of the kind seen in the theatre as the antithesis to 'such a marriage'. Her partner was John Hoyle, son of Thomas Hoyle, the regicide who hanged himself one year precisely after Charles's beheading, reduced to melancholy and madness by visions of the headless king dogging his steps.

Aphra's letters to her lover reveal her passionate nature, and the intense demands on her feelings made by the affair: they are full of conscious indiscretions and admissions, showing her emotionally vulnerable and not, as might be supposed, strong-willed and domineering. Yet the same woman a few years later rashly dedicated one of her plays to the Duke of York, a Catholic; and Whigs and their 'protestant' ways. Oversteering the limits of prudence Monmouth for departing his father. She thus attracted the king's sentimental abhor, and may have landed

once more in prison. Her later life confirms her emotional vitality. As her friends died in distressing circumstances - Otway for example in prison of starvation or a fever - she kept up a prolific literary output, despite her own increasing ill-health and poverty. Her spirit seems never to have failed her.

Angeline Goreau tells this remarkable story with warmth and a good deal of detail, some of it newly supplied from extensive reading in contemporary documentation. Her chief interest lies however in Aphra as early feminist, one who brushed aside stereotypes and restrictions that beset a woman forced to make her living as a professional writer.

Aphra becomes the heroine of woman's struggle against male prejudice and cruelty, bravely publishing her work under her own name, whereas her two or three women predecessors tended to hide behind pseudonyms. This public stance exposed her to accusations of immorality; her plays, salty if true, were branded as indecent where those by male writers, just as daring, went unreviewed. Aphra's protests against this double standard, in prefaces and elsewhere, show her as a conscious and not an accidental feminist. Angeline Goreau is honest enough to admit her subject's hankering after the security of traditional roles, even while carrying on a crusade against male privilege. Sometimes one has the impression that Ms Goreau is better read in recent feminist criticism than in the literature of the earlier seventeenth century; as when she interprets Aphra's poem 'The Golden Age', almost entirely as a feminist polemic against 'masculine' civilization and authority. Yet on the whole this is an informed and informative biography written by a woman deeply sympathetic to her subject's achievements and dilemmas.

Angeline Goreau emphasizes Aphra's prolific success as a writer for the theatre, with some 17 plays on the London stage in as many years. She is not very interested, however, in the plays as literary or theatrical achievements. The purpose of Fiddis Morgan's *The Female Wits*, on the contrary, is to rescue theatre pieces by Aphra Behn and other women of the Restoration in an attempt to return them to theatre

that abhorred a vacuum as its chief bane; a mind obsessed by its allusion from God, which condemned the raising of cucumbers and the writing of poems as equally trivial, and sought refuge in them from the contemplation of its own spiritual desolation.

'The grinner at John Gilpin sometimes dreams that the author sometimes suffers', he commented bitterly to Lady Hesket in 1786. 'How I hated myself yesterday for having ever wrote it!'

The editors are to be commended for the care with which they have established a correct text (against the carelessness of previous editors) and correct dates (against Cowper's carelessness), and their painstaking annotation provides a wealth of information about Cowper's correspondents, friends, acquaintances, and the events chronicled in the letters. By 'Society' (page 44), for example, it is clear that Cowper means specifically *not* merely 'persons of eccentric and perverse views' as the editors have it. The editors fail to identify allusions to the Book of Esther (page 40) and the crime of Eratosthenes (page 39). The translations of French and Latin phrases are often infelicitous, especially misleading. But on the whole the editors have done their job well and it is to be hoped that they will bring their project to a speedy conclusion; and then, perhaps, provide a selection in a form more accessible to the general reader.

One point puzzles me, however. Volume one of this edition included Cowper's autobiographical *Autobiography*, but since then have been included, though some have been quoted in footnotes, some have been included, perhaps in a separate volume.

**P. M. S. Dawson**  
Dr Dawson is lecturer in English at the University of Manchester.

that abhorred a vacuum as its chief bane; a mind obsessed by its allusion from God, which condemned the raising of cucumbers and the writing of poems as equally trivial, and sought refuge in them from the contemplation of its own spiritual desolation. 'The grinner at John Gilpin sometimes dreams that the author sometimes suffers', he commented bitterly to Lady Hesket in 1786. 'How I hated myself yesterday for having ever wrote it!'

The editors are to be commended for the care with which they have established a correct text (against the carelessness of previous editors) and correct dates (against Cowper's carelessness), and their painstaking annotation provides a wealth of information about Cowper's correspondents, friends, acquaintances, and the events chronicled in the letters. By 'Society' (page 44), for example, it is clear that Cowper means specifically *not* merely 'persons of eccentric and perverse views' as the editors have it. The editors fail to identify allusions to the Book of Esther (page 40) and the crime of Eratosthenes (page 39). The translations of French and Latin phrases are often infelicitous, especially misleading. But on the whole the editors have done their job well and it is to be hoped that they will bring their project to a speedy conclusion; and then, perhaps, provide a selection in a form more accessible to the general reader.

One point puzzles me, however. Volume one of this edition included Cowper's autobiographical *Autobiography*, but since then have been included, though some have been quoted in footnotes, some have been included, perhaps in a separate volume.

**P. M. S. Dawson**  
Dr Dawson is lecturer in English at the University of Manchester.

history and even to the theatrical repertoire. Quotations from Othello Jackson and Oliver Wyndham on the book's cover suggest that she may be successful even in the more ambitious of her aims. Oliver Wyndham is quoted as remarking that, if she would put *The Innocent Mistress* 'tomorrow'. A fresh reading of the play, Mary Delarivière Manly and Susannah Centlivre, as well as Mary Pix and Aphra Behn, confirms their stageworthiness, though it confirms also their place as pieces of the second not the first rank.

Aphra Behn's *The Lucky Chance*, for example, manages a sort of rough gusto for the comic scenes, though the more serious moments are sometimes couched in verse of an embarrassing high-mindedness. Characterization is often bold: the landlady has a boisterous turn of phrase that wouldn't disgrace Miss Trotter. Mary Delarivière Manly and Susannah Centlivre, as well as Mary Pix and Aphra Behn, confirms their stageworthiness, though it confirms also their place as pieces of the second not the first rank.

It is good to have these plays again available in convenient form and one profits from Fiddis Morgan's introductory discussion. I only regret that it was impossible to provide foot- of-the-page commentary in the form of a final glossary, or even a list of the more straightforward details. Details from Mr Gerald Brooke, *Study of Languages at the above address.*

**J. R. Mulryne**  
J. R. Mulryne is professor of English at the University of Warwick.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

**J. R. Mulryne**  
J. R. Mulryne is professor of English at the University of Warwick.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

## NOTICE BOARD

## Forthcoming Events

'Child's External Trade' by Mr Fred Burton, lecturer in management sciences, a public lecture to be delivered at the University of Manchester Institute of Science and Technology, on October 27 at 6 pm. Admission free and open to the public.

'Seven Years of the Consumer Credit Act' the 10th Crowther Memorial Lecture to be delivered by Mr Gordon Bortle, director general of the Institute of Consumer Affairs, on October 27 at 6 pm. Admission free and open to the public.

The BSA/PSA Political Sociological Study Group is holding a one day conference on October 30 on the theme of 'Corporatism and Accountability' in the staff room, department of sociological and political studies, Salford University. Details from Roger King, department of behavioural sciences, Huddersfield Polytechnic, Huddersfield.

Seven open lectures exploring concerns in British Philosophy are to be held in the Small Hall, 100, North London University, on October 30, 31 and 1 November. Details from Professor Sir Alfred Ayer. Dates are November 27, January 15, February 27, March 26, April 24 and May 13.

An ancient system of mathematics which requires the most complex long division to a single line calculation and is reported to encapsulate every branch of mathematics under 16 letters, or alphabets, is the subject of seven evening lectures to be held at the University of London from October 30 to December 1. In association with the Polytechnic of North London. Known as the 'Vedic Mathematics' it is a system lost until the beginning of this century when an Indian scholar found a key. On Fridays at 7 pm, Malot Street, London WC1. Fee: £10. Details from the Information Office, North London Polytechnic, Holloway Road, London NW7.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

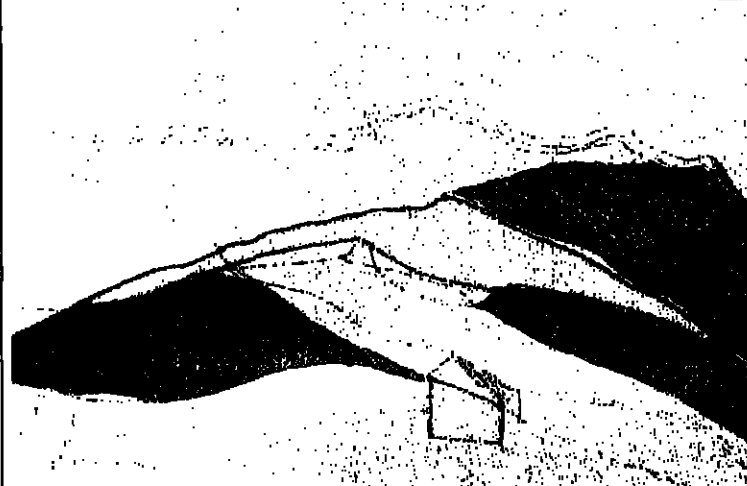
'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.

'The Approaches to Macbeth', a seminar organized by the Polytechnic of Central London School of Languages is to be held in the lecture theatre of the school, 35 Marylebone Road, London NW1 on October 31 from 10.45 to 5.00 pm. The seminar will offer five views, of which the first is by Professor J. R. Mulryne, of the Polytechnic of Central London School of Languages at the above address.



An Anthology of Modern Austrian Literature, edited and introduced by Adolf Opel is published by Oswald Wolff in the International P.E.N. Books Series on October 29 at £7.95. The etching on the cover is by Helga Michle.

## Grants

New grants awarded by the SSRC

**Aston**  
Sociology and Social History - £25,220 to study the marital and family relations in times of male unemployment, directed by Professor C. R. Bell and Ms L. McKee.

**Bath**  
Humanities and Social Sciences - £20,638 to study the cognitive consensus: a comparative study, directed by T. J. Pinch. £20,814 to study the work reorganization and the unions: procedural and organizational frontiers in British industrial relations, directed by Dr M. Rose and G. Jones.

**Birmingham**  
Law - £14,023 to study the development and impact of duty solicitor schemes, directed by L. T. Bridges and J. A. Carter.

**Birmingham**  
Judicial Administration - £15,109 to study the decision making process in the English prosecution system, directed by Professor I. R. Scott and A. H. L. Sanders.

**Bradford**  
Management Centre - £35,491 to study the voluntary and market organizations as alternatives to public organizations, directed by Dr R. J. Butler. £20,489 to study the power and decision making in the organizational coalition, directed by Professor D. J. Hickson.

**Bristol**  
Economics - £25,449 to study the economics and econometrics of consumer behaviour, directed by Professor A. S. Deaton.

**Bristol**  
Advanced Studies - £17,172 to study the responses of local public transport bodies to the Transport Act 1980, directed by Dr A. M. Evans and A. R. Holder. £36,257 to study the welfare services and elderly people 1939-1971, directed by R. C. Smith.

**Bristol**  
Education - £21,548 to study the development of conversation, directed by Dr C. O. Wells.

**Bristol**  
Geography - £18,980 to study an approach to the modelling of shop and shopping centre choice patterns, directed by Dr N. Wrigley.

**Brunei**  
Economics - £20,281 to study the employment services for young disabled people, directed by Mrs M. Hyman.

**Bulmers College of Higher Education**  
Education - £20,878 to study the British and American educational strategies against poverty in the 1960s and 1970s, directed by Dr H. Silver.

**Cambridge**  
King's College - £18,013 to study the emergence of shop floor bargaining and job control in the British car industry, directed by J. H. Zohli and Dr P. Ryan.

**Cardiff**  
'Who gets what from local plans' is the first topic in a series of one day short courses to be held on November 20 being run by Coventry Polytechnic as part of a continuing education programme for planners in junior and middle management in central and local Government. It is also to give planners an insight into new techniques and opportunities to particular planning issues. Details from George Pepler, Coventry Polytechnic, Coventry CV1.

**Cardiff**  
'Who gets what from local plans' is the first topic in a series of one day short courses to be held on November 20 being run by Coventry Polytechnic as part of a continuing education programme for planners in junior and middle management in central and local Government. It is also to give planners an insight into new techniques and opportunities to particular planning issues. Details from George Pepler, Coventry Polytechnic, Coventry CV1.

**Cardiff**  
'Who gets what from local plans' is the first topic in a series of one day short courses to be held on November 20 being run by Coventry Polytechnic as part of a continuing education programme for planners in junior and middle management in central and local Government. It is also to give planners an insight into new techniques and opportunities to particular planning issues. Details from George Pepler, Coventry Polytechnic, Coventry CV1.

**Cardiff**  
'Who gets what from local plans' is the first topic in a series of one day short courses to be held on November 20 being run by Coventry Polytechnic as part of a continuing education programme for planners in junior and middle management in central and local Government. It is also to give planners an insight into new techniques and opportunities to particular planning issues. Details from George Pepler, Coventry Polytechnic, Coventry CV1.

**Cardiff**  
'Who gets what from local plans' is the first topic in a series of one day short courses to be held on November 20 being run by Coventry Polytechnic as part of a continuing education programme for planners in junior and middle management in central and local Government. It is also to give planners an insight into new techniques and opportunities to particular planning issues. Details from George Pepler, Coventry Polytechnic, Coventry CV1.

**Cardiff**  
'Who gets what from local plans' is the first topic in a series of one day short courses to be held on November 20 being run by Coventry Polytechnic as part of a continuing education programme for planners in junior and middle management in central and local Government. It is also to give planners an insight into new techniques and opportunities to particular planning issues. Details from George Pepler, Coventry Polytechnic, Coventry



# Classified Advertisements

To place your advertisements write to:  
The Advertisement Manager,  
The Times Higher Education  
Supplement, P.O. Box 7, New  
Printing House Square, Gray's  
Inn Road, London WC1X 8EZ.  
Tel. 01-837 1234.

**Index**  
Appointments vacant:  
Universities  
Fellowships and Studentships

Polytechnics  
Technical Colleges  
Colleges and Institutes of  
Technology  
Colleges with Teacher  
Education  
Colleges of Further  
Education  
Colleges and Institutes of  
Higher Education  
Colleges and Departments of  
Art  
Research Posts  
Administration

Overseas  
Adult Education  
Librarians  
General Vacancies  
Official Appointments  
Appointments wanted:  
Other Classifications:  
Awards  
Exhibitions  
Personal  
Courses  
Conferences and Seminars  
Holidays and Accommodation

**Rates:**  
Classified Display - £8.25 psc  
Minimum size: 9cm x 1 col  
@ £74.25  
Classified Linage - £1.60 per  
line  
Minimum 3 lines - @ £4.80  
Box number - £2.00  
**Copy deadlines:**  
Classified Display:  
Friday in the week prior to  
publication  
Classified Linage:  
Monday 10.00 am in the week  
of publication

## Universities



Applications are invited for the following posts, for which applications close on the dates shown. SALARIES unless otherwise stated are as follows: Research Fellow \$15,821-\$25,831; Senior Lecturer \$26,593-\$42,989; Lecturer \$18,921-\$24,939. Further details and application procedures may be obtained from The Association of Commonwealth Universities (ACU), 100 Gordon Square, London WC1H 0JP, or from the relevant institution.

**University of Melbourne**  
**LECTURER (LIMITED TERM)**  
Department of Mathematics  
R.A.F. Academy  
Applications are invited from suitably qualified persons for appointment to the position of Research Fellow in the R.A.F. Academy, Polk Road, the duties of which are to teach and supervise students in the first and second years of the course.

**The Australian National University**  
**RESEARCH FELLOW**  
Department of East Asian Studies  
Research Fellowships are available for suitably qualified persons for appointment to the position of Research Fellow in the Department of East Asian Studies, Canberra, with special reference to Chinese and Japanese studies. Applications should be sent to the Director, Department of East Asian Studies, Australian National University, Canberra, ACT 2601.

**James Cook University**  
**LECTURER/SENIOR LECTURER IN MANAGEMENT ACCOUNTING**  
The Department of Commerce is seeking applications for the position of Lecturer in Management Accounting. The successful candidate will be responsible for the teaching and supervision of students in the Department of Commerce. Applications should be sent to the Director, Department of Commerce, James Cook University, Townsville, Queensland 4811.

**The University of**  
**Wollongong**  
**SENIOR LECTURER/LECTURER**  
Department of Computing Science  
The position may be filled by either Senior

**Macquarie University, Sydney**  
**LECTURER IN ACCOUNTING**  
In the field of Management Accounting, the Department of Commerce is seeking applications for the position of Lecturer in Accounting. The successful candidate will be responsible for the teaching and supervision of students in the Department of Commerce. Applications should be sent to the Director, Department of Commerce, Macquarie University, Sydney, New South Wales 2109.

**Centre for Environmental VISING FELLOW (RESEARCH)**  
Chemical Engineering  
Environmental Engineering  
The Centre for Environmental Vising Fellow (Research) is seeking applications for the position of Vising Fellow (Research) in Chemical Engineering. The successful candidate will be responsible for the research and supervision of students in the Centre for Environmental Vising Fellow (Research). Applications should be sent to the Director, Centre for Environmental Vising Fellow (Research), University of Sydney, Sydney, New South Wales 2006.

**James Cook University**  
**LECTURER/SENIOR LECTURER IN MANAGEMENT ACCOUNTING**  
The Department of Commerce is seeking applications for the position of Lecturer in Management Accounting. The successful candidate will be responsible for the teaching and supervision of students in the Department of Commerce. Applications should be sent to the Director, Department of Commerce, James Cook University, Townsville, Queensland 4811.

**The University of**  
**Wollongong**  
**SENIOR LECTURER/LECTURER**  
Department of Computing Science  
The position may be filled by either Senior

## NATIONAL UNIVERSITY OF SINGAPORE TEACHING APPOINTMENTS

The National University of Singapore (NUS) has embarked on a rapid expansion programme and invites applications for teaching appointments to all its Faculties. The University is seeking to fill a number of posts in the following areas: Law, Engineering, Accountancy & Business Administration. The successful candidate will be responsible for the teaching and supervision of students in the relevant faculty.

**Mathematics**  
Business Administration  
Computer Science  
Economics & Statistics  
English Language & Literature  
Law  
Physics  
Psychology  
Sociology  
The successful candidate will be responsible for the teaching and supervision of students in the relevant faculty.

**Law**  
The Faculty of Law is seeking applications for the position of Lecturer in Law. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Law. Applications should be sent to the Director, Faculty of Law, National University of Singapore, Singapore.

**Engineering**  
The Faculty of Engineering is seeking applications for the position of Lecturer in Engineering. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Engineering. Applications should be sent to the Director, Faculty of Engineering, National University of Singapore, Singapore.

**Accountancy & Business Administration**  
The Faculty of Accountancy & Business Administration is seeking applications for the position of Lecturer in Accountancy & Business Administration. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Accountancy & Business Administration. Applications should be sent to the Director, Faculty of Accountancy & Business Administration, National University of Singapore, Singapore.

**Physics**  
The Faculty of Science is seeking applications for the position of Lecturer in Physics. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Science. Applications should be sent to the Director, Faculty of Science, National University of Singapore, Singapore.

**Chemistry**  
The Faculty of Science is seeking applications for the position of Lecturer in Chemistry. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Science. Applications should be sent to the Director, Faculty of Science, National University of Singapore, Singapore.

**Biological Sciences**  
The Faculty of Science is seeking applications for the position of Lecturer in Biological Sciences. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Science. Applications should be sent to the Director, Faculty of Science, National University of Singapore, Singapore.

**Medical Sciences**  
The Faculty of Medicine is seeking applications for the position of Lecturer in Medical Sciences. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Medicine. Applications should be sent to the Director, Faculty of Medicine, National University of Singapore, Singapore.

**Humanities**  
The Faculty of Arts is seeking applications for the position of Lecturer in Humanities. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Arts. Applications should be sent to the Director, Faculty of Arts, National University of Singapore, Singapore.

**Social Sciences**  
The Faculty of Social Sciences is seeking applications for the position of Lecturer in Social Sciences. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Social Sciences. Applications should be sent to the Director, Faculty of Social Sciences, National University of Singapore, Singapore.

**UKRAINIAN STUDIES/INSTITUTE OF POLITICAL SCIENCE**  
The Faculty of Arts of York University has an opening for three years July 1982-June 1985 for a specialist in Ukrainian history and/or politics. The successful candidate will be responsible for the teaching and supervision of students in the Faculty of Arts. Applications should be sent to the Director, Faculty of Arts, York University, Toronto, Ontario M3J 1P3.

**YORK UNIVERSITY, ONTARIO**  
**SENIOR APPOINTMENT**  
In the Department of Philosophy, Faculty of Arts  
With effect from September 1982, to teach graduates and undergraduates. Candidates should have published work of originality and distinction.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

**Philosophy**  
The Department of Philosophy is seeking applications for the position of Senior Appointment. The successful candidate will be responsible for the teaching and supervision of students in the Department of Philosophy. Applications should be sent to the Director, Department of Philosophy, York University, Toronto, Ontario M3J 1P3.

## Universities

### UNIVERSITY OF NIGERIA, NSUKKA STAFF VACANCIES

Applications are invited from suitably qualified candidates for the following staff vacancies:-

#### A. ACADEMIC STAFF

1. Department of Radiation Medicine  
Senior Lecturer (Radiation Medicine)  
Post: (a) Senior Lecturer (b) Lecturer I

2. Division of General Studies (Re-admission)  
Senior Lecturer (General Studies)  
Post: (a) Senior Lecturer (b) Lecturer I

3. Department of Education  
Senior Lecturer (Education)  
Post: (a) Senior Lecturer (b) Lecturer I

4. Department of Law  
Senior Lecturer (Law)  
Post: (a) Senior Lecturer (b) Lecturer I

5. Department of Political Science  
Senior Lecturer (Political Science)  
Post: (a) Senior Lecturer (b) Lecturer I

6. Department of Sociology  
Senior Lecturer (Sociology)  
Post: (a) Senior Lecturer (b) Lecturer I

7. Department of History  
Senior Lecturer (History)  
Post: (a) Senior Lecturer (b) Lecturer I

8. Department of Geography  
Senior Lecturer (Geography)  
Post: (a) Senior Lecturer (b) Lecturer I

9. Department of Economics  
Senior Lecturer (Economics)  
Post: (a) Senior Lecturer (b) Lecturer I

10. Department of Business Administration  
Senior Lecturer (Business Administration)  
Post: (a) Senior Lecturer (b) Lecturer I

11. Department of Mathematics  
Senior Lecturer (Mathematics)  
Post: (a) Senior Lecturer (b) Lecturer I

12. Department of Physics  
Senior Lecturer (Physics)  
Post: (a) Senior Lecturer (b) Lecturer I

13. Department of Chemistry  
Senior Lecturer (Chemistry)  
Post: (a) Senior Lecturer (b) Lecturer I

14. Department of Biological Sciences  
Senior Lecturer (Biological Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

15. Department of Medical Sciences  
Senior Lecturer (Medical Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

16. Department of Environmental Sciences  
Senior Lecturer (Environmental Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

17. Department of Agricultural Sciences  
Senior Lecturer (Agricultural Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

18. Department of Veterinary Sciences  
Senior Lecturer (Veterinary Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

19. Department of Fisheries Sciences  
Senior Lecturer (Fisheries Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

20. Department of Forestry Sciences  
Senior Lecturer (Forestry Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

21. Department of Mining Sciences  
Senior Lecturer (Mining Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

22. Department of Metallurgical Sciences  
Senior Lecturer (Metallurgical Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

23. Department of Textile Sciences  
Senior Lecturer (Textile Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

24. Department of Leather Sciences  
Senior Lecturer (Leather Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

25. Department of Food Sciences  
Senior Lecturer (Food Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

26. Department of Nutrition Sciences  
Senior Lecturer (Nutrition Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

27. Department of Health Sciences  
Senior Lecturer (Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

28. Department of Environmental Health Sciences  
Senior Lecturer (Environmental Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

29. Department of Occupational Health Sciences  
Senior Lecturer (Occupational Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

30. Department of Public Health Sciences  
Senior Lecturer (Public Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

31. Department of Community Health Sciences  
Senior Lecturer (Community Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

32. Department of Family Health Sciences  
Senior Lecturer (Family Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

33. Department of Reproductive Health Sciences  
Senior Lecturer (Reproductive Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

34. Department of Adolescent Health Sciences  
Senior Lecturer (Adolescent Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

35. Department of Maternal Health Sciences  
Senior Lecturer (Maternal Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

36. Department of Infant Health Sciences  
Senior Lecturer (Infant Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

37. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

38. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

39. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

40. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

41. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

42. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

43. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

44. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

45. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

46. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

47. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

48. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

49. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

50. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

51. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

52. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

53. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

54. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

55. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

56. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

57. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

58. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

59. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

60. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

61. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

62. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

63. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

64. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

65. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

66. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

67. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

68. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

69. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

70. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

71. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

72. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

73. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

74. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

75. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

76. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

77. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

78. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

79. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

80. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

81. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

82. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

83. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

84. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

85. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

86. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

87. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

88. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

89. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

90. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

91. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

92. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

93. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

94. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

95. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

96. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

97. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

98. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

99. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

100. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

101. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

102. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

103. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

104. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

105. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

106. Department of Adolescent Child Health Sciences  
Senior Lecturer (Adolescent Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

107. Department of Maternal Child Health Sciences  
Senior Lecturer (Maternal Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

108. Department of Infant Child Health Sciences  
Senior Lecturer (Infant Child Health Sciences)  
Post: (a) Senior Lecturer (b) Lecturer I

109. Department of Child Health Sciences  
Senior Lecturer (Child Health Sciences)  
Post:



## Polytechnics continued

THE HATFIELD POLYTECHNIC  
School of EngineeringHead of Division of  
Mechanical and  
Aeronautical Engineering

This is a senior post in the School of Engineering and the appointee will be responsible for resource distribution and have oversight of the work of academic staff in the Division.

Candidates for the post should have high academic qualifications and be recognised authorities in a relevant branch of engineering; they should also be corporate members of an appropriate institution or have similar professional qualifications. It is expected that successful candidates will have held senior academic positions in Polytechnics or Universities, have been consultants or have engaged for some time in a professional capacity in a relevant engineering industry or research organisation.

Salaries will be those current in the FE Regulations and before allowances, may at present commence within the range £13,914-£16,550 (HoD V-VII) according to experience.

Further particulars and application forms may be obtained from the Staffing Office, The Hatfield Polytechnic, PO Box 108, Hatfield, Herts AL10 9AB, or telephone Hatfield 66100, extension 309, quoting reference number 443. Closing date 6 November 1981.

THES2

THE HATFIELD POLYTECHNIC  
School of HumanitiesLecturer II/  
Senior Lecturer  
in English Literature

Applications are invited for the post of Lecturer in English Literature which is currently available. Candidates should preferably have Research interests and/or experience of teaching at Degree Level in Renaissance or Nineteenth-Century Literature, although applicants offering specialisms in other areas will be considered. The successful candidate will be expected to make an active contribution to the work of the English Literature Group, which offers a range of full and part-time Courses at Undergraduate and Postgraduate Level. Salary between £8,975 and £11,541, depending upon qualifications and experience.

Application forms and further details from the Staffing Office, The Hatfield Polytechnic, PO Box 108, College Lane, Hatfield, Herts. Please quote reference 445. Closing date: 6th November, 1981.

THES3

KINGSTON POLYTECHNIC  
COMPUTING EDUCATION CENTRELecturer II/Senior Lecturer  
INFORMATION TECHNOLOGY

Applications are invited for the above post within the newly formed Computing Education Centre of Kingston Polytechnic.

The person appointed will be expected to play an active role in the development of short courses provided for local industry and commerce on information technology and the application of computer techniques, in addition to teaching on existing Polytechnic courses.

Candidates should have a good Honours degree and some relevant experience in the use of computers in either business or educational establishments.

Salary range £6632-£12,639 inclusive.

Details and application forms to be returned by 8th November to Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames, KT1 2EE. Tel: 01-849 1366.

THES3

SENIOR LECTURER - OFFICE TECHNOLOGY  
(B1/71)

CITY OF LONDON POLYTECHNIC require, as soon as possible, a Senior Lecturer in our DEPARTMENT OF INFORMATION TECHNOLOGY to contribute to the teaching and development of courses relevant to the office of the future. Research would be encouraged.

Courses currently offered include undergraduate modules in Information Technology, graduate and diploma secretarial courses, and courses in New Technology for business studies teachers.

Candidates should be graduates in an appropriate discipline with business or secretarial experience and a minimum of five years' experience in office technology or office equipment.

Salary £10,250 (£12,047 1981) - £12,000 including London Allowance of £750 per annum.

LECTURER II - COMMERCE/ECONOMICS (B1/72)

In the same Department, we also need from 1 January 1982, of as soon as possible thereafter, a Lecturer II. Requirement of this post is to teach commerce and economics to post A level and post graduate secretarial students and to assist with the teaching and development of modules within the Postgraduate Diploma and Diploma Scheme. A business Studies graduate with industry/commercial experience would be preferred.

For further details and an application form please write on a postcard to the Staff Records Office, City of London Polytechnic, 117 Houndsditch, London EC3 7BU quoting the appropriate reference number.

THES3

LECTURER II/SENIOR LECTURER  
IN DISTRICT NURSING

Required for Post-Registration District Nursing Course currently in progress. Applicants should be qualified District Nurse Tutors. Other qualifications advantageous. Candidates of sufficient experience would be considered for post of Senior District Nurse Tutor responsible for the course. Details and application forms from: Establishment Clerk, The Polytechnic, Wolverhampton WV1 1SB or telephone Wolverhampton (0902) 710854 (ansaphone).

THES3

LEICESTER  
POLYTECHNIC

Applications are invited for the post of Student Counsellor vacant from 1st January 1982. Salary £4,500-£10,000. Graduate and professional qualifications preferred.

Application forms and further details from: The Personal Development Unit, Leicester Polytechnic, PO Box 143, Leicester LE1 7RH.

SUNDERLAND  
POLYTECHNIC

Facility of Engineering  
Department of Civil  
Engineering

PRINCIPAL LECTURER IN  
STRUCTURAL MECHANICS

Salary Scale £11,200-  
£14,250 Bar £14,250 per  
annum.

Applications are invited from Chartered Engineers with a good honours degree in Civil Engineering and preferably a higher degree. Teaching and research experience are considered desirable but not essential and candidates with an industrial background will be considered.

The successful applicant will be required to teach at undergraduate and postgraduate levels and promote research. Consultancy activities will be encouraged.

The post is to be taken up as soon as possible.

Previous applicants need not re-apply.

A application form and further particulars may be obtained from the Staffing Office, Sunderland Polytechnic, Leazes Road, Ryburn Road, Sunderland SR2 7AD or telephone Sunderland 55533 ext. 111. Closing date 5th November 1981.

THES3

THE HATFIELD POLYTECHNIC  
School of HumanitiesLecturer II/  
Senior Lecturer  
in English Literature

Applications are invited for the post of Lecturer in English Literature which is currently available. Candidates should preferably have Research interests and/or experience of teaching at Degree Level in Renaissance or Nineteenth-Century Literature, although applicants offering specialisms in other areas will be considered. The successful candidate will be expected to make an active contribution to the work of the English Literature Group, which offers a range of full and part-time Courses at Undergraduate and Postgraduate Level. Salary between £8,975 and £11,541, depending upon qualifications and experience.

Application forms and further details from the Staffing Office, The Hatfield Polytechnic, PO Box 108, College Lane, Hatfield, Herts. Please quote reference 445. Closing date: 6th November, 1981.

THES3

KINGSTON POLYTECHNIC  
COMPUTING EDUCATION CENTRELecturer II/Senior Lecturer  
INFORMATION TECHNOLOGY

Applications are invited for the above post within the newly formed Computing Education Centre of Kingston Polytechnic.

The person appointed will be expected to play an active role in the development of short courses provided for local industry and commerce on information technology and the application of computer techniques, in addition to teaching on existing Polytechnic courses.

Candidates should have a good Honours degree and some relevant experience in the use of computers in either business or educational establishments.

Salary range £6632-£12,639 inclusive.

Details and application forms to be returned by 8th November to Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames, KT1 2EE. Tel: 01-849 1366.

THES3

SENIOR LECTURER - OFFICE TECHNOLOGY  
(B1/71)

CITY OF LONDON POLYTECHNIC require, as soon as possible, a Senior Lecturer in our DEPARTMENT OF INFORMATION TECHNOLOGY to contribute to the teaching and development of courses relevant to the office of the future. Research would be encouraged.

Courses currently offered include undergraduate modules in Information Technology, graduate and diploma secretarial courses, and courses in New Technology for business studies teachers.

Candidates should be graduates in an appropriate discipline with business or secretarial experience and a minimum of five years' experience in office technology or office equipment.

Salary £10,250 (£12,047 1981) - £12,000 including London Allowance of £750 per annum.

LECTURER II - COMMERCE/ECONOMICS (B1/72)

In the same Department, we also need from 1 January 1982, of as soon as possible thereafter, a Lecturer II. Requirement of this post is to teach commerce and economics to post A level and post graduate secretarial students and to assist with the teaching and development of modules within the Postgraduate Diploma and Diploma Scheme. A business Studies graduate with industry/commercial experience would be preferred.

For further details and an application form please write on a postcard to the Staff Records Office, City of London Polytechnic, 117 Houndsditch, London EC3 7BU quoting the appropriate reference number.

THES3

LECTURER II/SENIOR LECTURER  
IN DISTRICT NURSING

Required for Post-Registration District Nursing Course currently in progress. Applicants should be qualified District Nurse Tutors. Other qualifications advantageous. Candidates of sufficient experience would be considered for post of Senior District Nurse Tutor responsible for the course. Details and application forms from: Establishment Clerk, The Polytechnic, Wolverhampton WV1 1SB or telephone Wolverhampton (0902) 710854 (ansaphone).

THES3

WEST  
GLAMORGAN  
County CouncilWEST GLAMORGAN INSTITUTE  
OF HIGHER EDUCATION

## Lecturer I in Law

Graduate required to teach on a variety of undergraduate and professional courses including a newly validated H.N.D. (Police Studies). Relevant commercial experience would be an advantage. Salary Scale £5,034-£8,658.

Further details and application forms are available from the Principal, West Glamorgan Institute of Higher Education, Townhill Road, Swansea SA2 0UT. Closing date for the receipt of completed application forms is **Thursday 5th November, 1981**. Ref. No. HE2/3/9/81.

THES3

## The West of Scotland Agricultural College

POST OF DEPUTY  
PRINCIPAL

Applications are invited for the post of Deputy Principal of The West of Scotland Agricultural College which will become vacant on 7th January 1982.

Candidates should possess a good honours degree in a relevant subject and substantial experience of education and/or advisory work and/or research and development work. Possession of a higher degree will be an advantage.

The appointment will be at the Regional Agricultural Office grade.

A Memorandum outlining conditions of the appointment and an application form are obtainable from the Personnel Officer, The West of Scotland Agricultural College, Auchincruive, Ayr, KAS 5HW, with whom applications should be lodged not later than Friday 20th November, 1981.

THES3

## Nene College Northampton

Required for January 1982 or as soon as possible thereafter a

## Lecturer in Psychology

The appointment will be at either L1 or L2. For details and application forms apply to the Dean of the School of Education and Social Science, Nene College, Moulton Park, Northampton NN2 7AL or telephone Northampton (0604) 716000.

THES3

WEST YORKSHIRE  
ILKLEY COLLEGE

LECTURER II IN SOCIAL  
AND ORGANISATIONAL  
BEHAVIOUR (Post One)

LECTURER II IN SPORTS  
SCIENCE (Post Two)

FURTHER INFORMATION

Both candidates should be qualified to teach these subjects at degree level. For Post One should be qualified in Social Sciences, with appropriate experience in public and private sector. For Post Two should be qualified to teach in a secondary school and have experience in sports and outdoor pursuits.

Further information may be obtained from Acting Chief, Administrative Officer, Ilkley College, West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

West Yorkshire LS29 8RH.

## Colleges of Further Education

## THE POLYTECHNIC, HUDDERSFIELD

Diploma in Further Education  
(A Leeds University Award)

The course gives experienced teachers from Colleges, Polytechnics and Community Centres the opportunity to study practical issues of management, assessment and curriculum planning and to pursue in depth a topic of relevance to their department or college.

## Full-Time Course

The full-time course is located at Huddersfield Polytechnic. It is of one academic year's duration beginning September 1982.

## Part-time Course

This course extends over two consecutive years and involves attendance on one day a week for half-day and evening together with a block of four weeks at the end of the first year. The part-time course is based at Huddersfield Polytechnic and the Extra-Mural Centres at Bradford, Ipswich, and Norwich and begins during the first week of October 1982.

The Diploma course is intended to provide advanced study for persons with teaching experience in Further/Higher Education or related field in order to enable them to undertake a post of greater responsibility e.g. as heads of departments, professional tutors, section leaders.

Application forms and further particulars may be obtained from: The Assistant Registrar, The Polytechnic, Faculty of Education, Hilly Bank Road, Huddersfield HD3 3BP. Tel: 0484 28811.

THES7

## Administration

Ilea Inner London  
Education AuthoritySenior Staff  
Inspectors  
for Further, Higher and  
Community Education  
(Vacancies)

Salary Range £19,143-£20,751  
plus £1104 London Weighting Allowance

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

VOCATIONAL EDUCATION  
The person appointed will co-ordinate the work of a team of inspectors responsible for full-time and part-time pre-vocational and vocational education, including liaison with agencies outside the Authority.

NON VOCATIONAL EDUCATION  
The person appointed will co-ordinate the work of a team of inspectors responsible for full-time and part-time pre-vocational and vocational education, including liaison with agencies outside the Authority.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

Appointments have been created in the Authority's post-school service. Applications are invited from men and women who have extensive experience in senior positions in local authority inspectorial/advisory services.

## Personal continued

## Miscellaneous

## LONDON

£15,000 p.a. +

Exceptional career opportunity with a public company in the London area. If you have drive, initiative, track record and the ability to communicate ideas, and are looking for a new challenge, we would like to meet you.

Telephone us now for further details.

Anthony Elvidge on 01-537 1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.

1076.



Overseas continued

# UNIVERSITY VACANCIES

The University of the Witwatersrand is one of the leading universities in the Southern Hemisphere and stands for liberal thought, scientific analysis and open debate in an atmosphere of free discussion. It is committed to admitting students of all races and colours on merit alone and has 107 departments and 23 research divisions, covering a wide range of activities for its 14 000 students of all races.

Applications are invited from suitably qualified persons, regardless of sex, age, colour or national origin for appointment to the following vacancies:  
The University has vacant Chairs in the following fields:

**Faculty of Business Administration:**  
Chair of Business Administration in the field of Business and/or Labour Relations.

**Faculty of Science:**  
Chair of Mathematics; Chair of Zoology; Chair of Geochemistry.

**Faculty of Engineering:**  
Chair of Surveying.

**Faculty of Arts:**  
Chair of Economic History; Chair of History of Art.

**Faculty of Commerce:**  
The E.P. Bradlow Chair of Business Economics; The Chair of Cost and Managerial Accounting; Chair of Applied Information Processing.

**Faculty of Architecture:**  
Chair of Architecture.  
Only a few of these Chairs carry the Headship of the Department, the others being mainly additional new Chairs in existing departments or Schools.

## Other vacancies:

**Faculty of Arts:**  
Senior Lecturer/Lecturer in African Languages; Senior Lecturer and Lecturer in English; Senior Lecturer/Lecturer in Librarianship and Information Science; Senior Lecturer/Lecturer in German; Director of the Language Laboratory.

**Faculty of Education:**  
Senior Lecturers/Lecturers in Curriculum Development and Adult Education.

**Faculty of Engineering:**  
Senior Lecturer in Building Science; Senior Lecturer/Lecturer in Chemical Engineering; Senior Lecturer/Lecturer in Construction Management; Senior Lecturer and Assistant Lecturer in Mechanical Engineering; Lecturer in Surveying.

**Faculty of Science:**  
Senior Lecturer; Lecturer and Junior Lecturer in Statistics; Lecturer in Computer Science; Lecturer and Junior Lecturer in Applied Mathematics; Senior Lecturer and Lecturer in Mathematics; Lecturer in Physics; Lecturers in Chemistry; Senior Lecturer and Lecturer in Geophysics.

**Research posts:**  
Research Officer/Assistant Research Officer in the Bernard Price Institute of Geophysics to include seismology and rock deformation sciences; Senior Research Officer/Research Officer in Solid State Physics Research Unit; Senior Research Officer/Research Officer in the Polymer Research programme; Senior Research Officer/Research Officer in Nuclear Physics Research Unit; Senior Research Officer/Research Officer in the Bernard Price Institute of Palaeontological Research.

**Faculties of Dentistry and Medicine:**  
Further particulars with regard to these posts are available on request from The Director, Personnel Office.

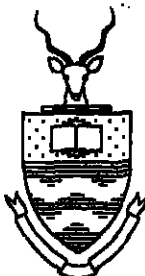
## SALARY RANGES

|                     |                                                    |
|---------------------|----------------------------------------------------|
| <b>ACADEMIC</b>     |                                                    |
| Professor           | R20 040 - R28 250 p.a.<br>(£11 258 - £14 747 p.a.) |
| Associate Professor | R18 420 - R22 650 p.a.<br>(£10 348 - £12 725 p.a.) |
| Senior Lecturer     | R14 370 - R20 850 p.a.<br>(£8 073 - £11 713 p.a.)  |
| Lecturer            | R10 985 - R19 230 p.a.<br>(£6 177 - £10 803 p.a.)  |
| Assistant Lecturer  | R7 890 - R12 345 p.a.<br>(£4 432 - £6 835 p.a.)    |

**Junior Lecturer** R6 810 - R9 845 p.a.  
(£3 828 - £5 418 p.a.)  
**Director of Language Laboratory** R15 840 - R21 300 p.a.  
(£8 790 - £11 988 p.a.)

**RESEARCH**  
Senior Research Officer R14 370 - R20 850 p.a.  
(£8 073 - £11 713 p.a.)  
Research Officer R10 985 - R19 230 p.a.  
(£6 177 - £10 803 p.a.)  
Assistant Research Officer R7 890 - R12 345 p.a.  
(£4 432 - £6 835 p.a.)  
Junior Research Officer R6 810 - R9 845 p.a.  
(£3 828 - £5 418 p.a.)

In addition, in all cases, there is an annual bonus of approximately one month's salary.  
Further details about these vacancies, including information on the pension scheme, medical aid scheme, assisted passages, removal allowances, housing subsidy, income tax, etc., can be obtained on application to The Director, Personnel Office, University of the Witwatersrand, 1 Jan Smuts Avenue, Johannesburg, 2001, South Africa.  
Closing date for applications is 30 November 1981. It is anticipated that interviews will be held in London in early February 1982.  
\*This rate is subject to fluctuation and is calculated on 2 October 1981 at £1 = R1.78.



University of the Witwatersrand, Johannesburg

## English Language Centre University of Petroleum & Minerals Dhahran, Saudi Arabia

The University of Petroleum and Minerals, Dhahran, Saudi Arabia, invites applications for TESL positions (native speakers only) for the academic year 1982-83, starting 1 September 1982.

**Qualifications:** MA TESL/applied linguistics or MA in TEFL or TESL or post-graduate diploma in TEFL or TESL or post-graduate certificate in education (TESL, TEFL).

**Experience:** minimum two years teaching experience in TEFL/TESL overseas.

**Description of duties:** teaching English to post-secondary school students with elementary to intermediate proficiency at the University of Petroleum & Minerals.

Minimum regular contract for two years, renewable. Competitive salaries and allowances. Air conditioned and furnished housing provided. Free air transportation to and from Dhahran each year. Attractive educational assistance grants for school-age dependent children. All earned income without Saudi taxes. Ten months duty each year with two months vacation with salary. There is also possibility of selection for University's ongoing summer programme with good additional compensation.

Apply with complete résumé on academic and professional background, list of references and with certified/official copies of transcripts and degrees, including personal data, such as home and office addresses, telephone numbers and family status to:

Dean of Faculty & Personnel Affairs, University of Petroleum & Minerals, P.O. Box 144, Dhahran International Airport, Dhahran, Saudi Arabia.

## University of Cape Town CHAIR IN ANALYTICAL SCIENCE

Applications are invited for the above post which will be vacant from January 1982. Preference will be given to a candidate who is actively engaged in original research in some branch of Analytical Science and has a genuine interest in teaching this subject. Relevant experience outside a university will be a recommendation.

Appointments, depending on qualifications and experience, will be made on the salary scale R20 040 - R28 250 p.a. (plus annum). Staff benefits include a 70% rebate of tuition fees for dependants at UCT, generous study leave privileges, an annual bonus of nearly one month's salary, a housing subsidy scheme subject to government regulations, pension fund, medical aid and group life insurance.

Applicants should submit a curriculum vitae stating present salary, research interests and publications, the date of birth, and assumed if this is later than 1 January 1983 and the names and addresses of three referees.

Further information should be obtained from the Registrar, (attention: Appointments Office), University of Cape Town, Rondebosch, 7700, South Africa, by whom applications (including ref. no. E/10) must be received not later than 22nd November 1981.

The University's policy is not to discriminate in the appointment of staff on the grounds of race or sex. Further information on this policy is available from the Registrar.

## RWTH AACHEN (W-Germany) Institut für Angewandte Linguistik

Applications are invited for the above post which will be vacant from January 1982. Preference will be given to a candidate who is actively engaged in original research in some branch of Applied Linguistics and has a genuine interest in teaching this subject. Relevant experience outside a university will be a recommendation.

Appointments, depending on qualifications and experience, will be made on the salary scale R20 040 - R28 250 p.a. (plus annum). Staff benefits include a 70% rebate of tuition fees for dependants at UCT, generous study leave privileges, an annual bonus of nearly one month's salary, a housing subsidy scheme subject to government regulations, pension fund, medical aid and group life insurance.

Applicants should submit a curriculum vitae stating present salary, research interests and publications, the date of birth, and assumed if this is later than 1 January 1983 and the names and addresses of three referees.

Further information should be obtained from the Registrar, (attention: Appointments Office), University of Cape Town, Rondebosch, 7700, South Africa, by whom applications (including ref. no. E/10) must be received not later than 22nd November 1981.

The University's policy is not to discriminate in the appointment of staff on the grounds of race or sex. Further information on this policy is available from the Registrar.

## EUROPE TEACH ON EXCHANGE IN EUROPE

British teachers of Modern Languages currently employed in the country are invited to apply for exchange to the Federal Republic of Germany, France, Italy, Spain or the Netherlands. The exchange is for one year, one term, or half a term. Appointments are also available for those who wish to exchange with the University of the Witwatersrand, Johannesburg, 2001, South Africa.

Applicants should submit a curriculum vitae stating present salary, research interests and publications, the date of birth, and assumed if this is later than 1 January 1983 and the names and addresses of three referees.

Further information should be obtained from the Registrar, (attention: Appointments Office), University of Cape Town, Rondebosch, 7700, South Africa, by whom applications (including ref. no. E/10) must be received not later than 22nd November 1981.

The University's policy is not to discriminate in the appointment of staff on the grounds of race or sex. Further information on this policy is available from the Registrar.

The University's policy is not to discriminate in the appointment of staff on the grounds of race or sex. Further information on this policy is available from the Registrar.

Overseas continued

## Adelaide College of the Arts and Education

Contract post extending to 31 December 1984  
to be incorporated on 1 January 1982 into the South Australian College of Advanced Education  
School of Design

## Lecturer I, II or III in Interior Design

within the 4-year Bachelor of Design,  
Human Environment programme (BA1/11)

The Bachelor of Design/Human Environments course requires a qualified Interior Designer with at least five years experience in the field. Preference will be given to applicants offering experience in visual presentation, experience in Exhibition or Display Design would be an advantage. Human Environment is a new multi-disciplinary four year course offered by the College in 1981 with a foundation year common to the School of Design. The three years specialization covers both Furniture and Interior Design, with the option of further specialization in one of the two areas during the third and fourth year of the course. Individuals who are design education as a continuous and ever changing problem solving activity, and as such enjoy all the inherent personal challenges need only apply. The position includes scope for changes in course direction and development.

**Salary**  
Lecturer III - A\$17,083 - A\$19,570  
Lecturer II - A\$15,521 - A\$18,005  
Lecturer I - A\$13,963 - A\$16,447

**Applications**  
Further information may be obtained from Bob Miller-Smith, Head of the School of Design, phone (08) 352 0011. Applications stating personal details, present position and salary, qualifications and experience, together with all relevant details, and names and addresses of three referees should be forwarded to:  
Secretary, Staff and Council Services  
Adelaide College of the Arts and Education  
Hobcroft Road  
Underdale  
South Australia 5092

From 1 January 1981, Adelaide College of the Arts and Education will become the Adelaide and Underdale Campuses of the South Australian College of Advanced Education. Primary location for the above position is the Underdale Campus, but the successful applicant may be required to work on other campuses.

Closing Date 23 November 1981

## THE UNIVERSITY OF ADELAIDE On behalf of the AUSTRALIAN UNIVERSITIES INTERNATIONAL DEVELOPMENT PROGRAM (AUIDP)

## Invites applications for a PROFESSOR OR READER OR SENIOR LECTURER

In any of the fields of Plant Science - Agronomy - Soil Science to be seconded to the Faculty of Agriculture, University of Brunei, Brunei, Sarawak, Indonesia, and an initial two-year period beginning in early 1982. Brunei University is one of several universities in Indonesia co-operating with the Australian Universities International Development Programme (formerly called AUCS). Co-operation involves up-grading of academic staff, assistance in course and curriculum design, particularly at the post-graduate level, and research. Brunei University is presently establishing a post-graduate school in Agricultural Science and plans to begin M2 (Master's) training in 1982/83 and M3 (Ph.D.) training soon afterwards.

The person seconded will be sympathetic to the special aims and needs of a university in a developing country, will be as senior as possible and will have an established reputation as an agricultural scientist. Working within the broad policies and priorities determined by AUIDP, and in consultation with AUIDP Director (Professor D. E. Tribe) and the AUIDP Consultant for Brunei University Dr. R. Knight, the appointee will aid the development of the Agricultural Faculty in the variety of ways including academic advice to the Dean and his staff, participation in post-graduate training and research programmes and the fostering of links between Brunei University and Australian universities.

It is expected that the appointment will be particularly attractive to senior agricultural scientists who seek an opportunity to assist in the development of a university in a developing country, who are senior as possible and will have an established reputation as an agricultural scientist. Working within the broad policies and priorities determined by AUIDP, and in consultation with AUIDP Director (Professor D. E. Tribe) and the AUIDP Consultant for Brunei University Dr. R. Knight, the appointee will aid the development of the Agricultural Faculty in the variety of ways including academic advice to the Dean and his staff, participation in post-graduate training and research programmes and the fostering of links between Brunei University and Australian universities.

Applications should be forwarded in duplicate to the Registrar, University of Adelaide, P.O. Box 498, Adelaide, South Australia 5001, by 30th November, 1981, from whom further details can be obtained. Academic and general enquiries may also be directed to Dr. R. Knight, Walter Agricultural Research Institute, Private Bag 1, 100, Stansfeld, South Australia, 5084, or Professor D. E. Tribe, AUIDP, P.O. Box 142, Canberra, City, A.C.T. 2601, Australia.

## BIRZEIT UNIVERSITY P.O. Box 14, Birzeit Phone (95) 2428

Birzeit University, an independent Arab university in the Israeli-occupied West Bank of Jordan, invites applications for faculty appointments for the academic year 1982/1983. The University has the following academic programmes.

1. Faculty of Arts:  
Arabic Language and Literature, Archaeology, Cultural Studies, Education and Psychology, English Language (Communication Skills, Teaching of English as a Foreign Language), English Literature, History and Middle East Studies, Library Science, Philosophy, Physical Education, Social Work, Sociology and Anthropology.
2. Faculty of Commerce and Economics:  
Accounting, Business Administration, Economics.
3. Faculty of Engineering:  
Civil, Electrical, and Mechanical Engineering.
4. Faculty of Science:  
Biology and Biochemistry, Chemistry, Mathematics, Physics, General Science.

English is the basic language of instruction. Candidates should have a Ph.D. Degree or a Masters Degree with experience. Starting annual salary for faculty members with a Ph.D. Degree is 4010 Jordan Dinars (approximately \$12,000) and with a Masters Degree 2460 J.D. (approximately \$7,350). Fringe benefits include air ticket and relocation allowance for new faculty members, accident and health insurance, cost of living coverage.

The University is a co-educational institution with an enrollment of about 1800 students; it is located in the town of Birzeit 28 Km. (18 miles) north of Jerusalem.

Interested candidates are requested to send resume to the Dean of the Faculty concerned at the following address: Birzeit University, Birzeit, West Bank, Via Israel.

THES12

## STURT COLLEGE OF ADVANCED EDUCATION

Sturt College of Advanced Education is situated 14 km south of Adelaide, South Australia on a campus adjoining the Flinders University and the Flinders Medical Centre. The College offers pre-service and post-experience programmes in Teacher Education and the Health Professions. (After 1/1/82, Sturt College will become the Sturt Campus of the South Australian College of Advanced Education.)  
Applications are invited for the position of:

## Lecturer in Speech Pathology (CD 1/82)

A Lecturer in Speech Pathology with extensive expertise in the academic and clinical aspects of Childhood Language and Learning Disorders.

Duties  
In addition to the above to teach units in:

- Voice Disorders
- Cleft Lip and Palate and/or Cerebral Palsy Disorders
- Clinical Education
- Co-ordinate and supervise student research

**Qualifications**  
A graduate degree, at least Master's but preferably Ph.D. level is required, together with several years experience in clinical work. Teaching experience is highly desirable.

**Salary Range**  
A\$17,083 to A\$26,037  
Lecturer III to Lecturer I  
Subject to negotiation, the appointment may be contract or tenurable, and is to be taken up as of January/February 1982.

Applications Close on Friday 20th November, 1981.  
Applicants should forward a curriculum vitae, including personal details, particulars of qualifications, experience, previous appointments and the names and addresses of three referees from whom confidential statements may be sought.

Applications and enquiries should be addressed to:  
The Academic Secretary  
STURT COLLEGE OF ADVANCED EDUCATION  
Sturt Road, Bedford Park  
South Australia 5042  
Tel: Adelaide (08) 276 6211

## REMINDER

COPY FOR CLASSIFIED  
ADVERTISEMENTS IN THE  
T.H.E.S.

SHOULD ARRIVE NOT LATER  
THAN 10.00 AM MONDAY  
PRECEDING THE PUBLICATION

## POLYTECHNIC

Applications are invited for the following post:

ESTATES & DEVELOPMENT OFFICE

## ASSISTANT ESTATES OFFICER (Projects)

(HK\$10,555-\$15,150 p.m.) (£1 = HK\$11.18 on 15.10.81)

The successful candidate will be responsible through the Senior Assistant Estates Officer (Projects) to the Estates & Development Office for liaison with the development architects and consultants for planning matters in connection with new buildings and future developments as well as for the minor works programme of additions, alterations and improvements for the Polytechnic, co-ordinating Polytechnic requirements, making recommendations, providing specifications and liaising with the Maintenance and Services Section on all new projects and alterations within the Polytechnic.

**Qualifications:** Applicants should preferably be Member of the Royal Institute of British Architects (R.I.B.A.) or holder of a similar degree or qualification. Substantial relevant experience is required.

**Conditions of Service:** Appointment will be on two-year gratuity-bearing contract terms initially. Thereafter suitable appointments may be offered further contracts or superannuable terms of service at the discretion of the Polytechnic. Benefits include leave, subsidised accommodation, for overseas appointees and local appointees on a salary of HK\$10,015 p.m. or above; medical and dental benefits; children's education allowance and a terminal gratuity of 25% of basic salary received over entire contract period.

Application forms and further information are obtainable from the Hong Kong Government Office, 6 Grafton Street, London W1K 3LB. Completed application forms should be returned to the same office by 9.11.81.

THES12

Would subscribers to the

# TIMES HIGHER EDUCATION SUPPLEMENT

in future please  
direct all  
correspondence  
and enquiries to:

## Times Newspapers Limited

Supplements  
Subscription Manager

Oakfield House  
35 Perrymount Road  
Haywards Heath  
West Sussex RH16 3DH



# Don's diary

## Monday

Today I left Caracas after five days of trying to get money out of the Venezuelan government. They confirmed the funding of a monograph prize but were elusive about endowing postgraduate scholarships, beyond pointing out the shortsightedness of our policy on fees. I've heard little about the cuts but isn't the marginal costs argument on overseas fees consistent with the abandonment of the across-the-board approach to economies?

## Tuesday

My first day in Buenos Aires. Democracy is as speculative as ever but speculation has become very democratic indeed. In half an hour I saw the dollar rise 10 per cent and fall 7 per cent, so the exchange shops are naturally puffed. Local prices are staggering, interest rates at 150 per cent are barely positive, and overcapacity and unemployment are rising rapidly. The junta clearly hasn't any idea of what to do but since they've just announced that they are more united than ever, a coup within the coup must be a real possibility. In the afternoon I registered at the embassy, more from habit than anything else. The regime is still violent but political research is possible provided that officialdom is fed the usual generalities and half truths.

## Wednesday

To the Ministry of the Interior where I've worked before. Almost forgotten, bundled up in the corner of a storeroom they have copies of all the party membership cards of the last Peronist debacle. The only party missing was the most radical of all and I wonder who removed the cards and for what (possibly dreadful) purpose. I shall enquire when they're more used to seeing me around but for the moment I'll stick to the tasks of sampling and coding, the idea being to determine the relationship between class and party affiliation. I also lunched with an old acquaintance to seek his advice on the whereabouts of the collective contracts of recent years in the Ministry of Labour. He is more friendly and helpful than he has any need to be. Like so many academics *managés* here he has been forced to take a bureaucratic job he doesn't like; while trying to keep up his research in what spare time is left. How many of us would do the same?

## Thursday

Today is Independence Day. Argentina has lots of public holidays for

## Education for adults

## English for immigrants



Charlotte Barry

particular industries, a hangover from the Peronist bread and circus days. My favourite is Gastronomy Day on which all the restaurants are shut. But today everything is closed and I decline to watch the army goosestepping around (another hangover, this time from the days of their training by Prussian advisers at the turn of the century) and stay in to catch up on overdue mail.

## Friday

Again to Interior Ministry in the morning and Labour Ministry in the afternoon. The contracts turn out to be trickier than I'd hoped. Very few are broken down firm by firm, so comparing bargaining power and labour discipline issues between national and multinational firms can only be approached to the extent that particular sectors are dominated by one or the other. But they discriminate well between skill levels and industrial sectors is a whole. Today the police chief of the Province of Buenos Aires released transcripts of his interrogation of Jacobo Timmerman. The Timmerman affair has had little impact here, not so much because of censorship as Timmerman's Zionism and the clearly expressed feeling here among liberals and nationalists alike that he is just a stick with which to beat Reagan and Haig.

## Saturday

I spent today touring the bookshops but bought little. The prices being so high. The day was enlivened by the presidential announcement that Argentina is "effectively" a democracy and that all that was lacking was "the free expression of the people's will". What he meant was that the pressure is more discriminate these days not because of any change of heart but because so many have already been disposed.

## Sunday

After a half hearted two hours converting absolute census data into percentages I give up. It's been a messy week but so far the rule of two has not struck. This says that any research on Latin America will be twice as difficult and half as productive as one had hoped. So it is of course a rule of four. But for the moment things could be worse.

## Walter Little

The author is lecturer in Latin American politics at the University of Liverpool. He spent his summer on study leave in Argentina.

The recent case of the Indian woman who has been disqualified from receiving state benefits because she does not speak English could have horrifying implications for thousands of other immigrants in her position. Mrs. Fatimah Varachia, of Tredworth, Gloucester, was told by the Department of Health and Social Security that her failure to learn the language was hindering her chances of finding a job. A supplementary benefits appeal tribunal upheld the DHSS decision in spite of being told by community relations officers that Mrs. Varachia, a widow, is illiterate in her own language, Gujarati. Although she is trying to learn English it will probably be five years before she can communicate adequately.

This woman's plight emphasizes how important it is to expand and improve the service for teaching English as a second language in Britain. English is a second language for about 30 countries, mainly Vietnam, Chile and Ethiopia. They may have come here for marriage, for work or for refuge and few will have come specifically to learn English. Most find their lack of English does the way to further

I took part recently in a conference on the subject of administrative leadership in universities. It was a good conference, held in the United States.

Leadership is not a comfortable word in this country. Its usage has been coloured by experience of the kinds of leadership that emerged in Europe during the years between the two world wars, and which for some people have given the word "leader" a negative charge.

Leadership belongs to historical and political domains, rather than those of social science and organizational theory. It is also associated with a sense of hierarchy. "Education for leadership" tends to emphasize those class and status divisions that in everyday usage and rhetoric we try to play down. If in terms of distribution of income and power we are not very different from many other societies in the Western world, rank and status occupy a somewhat different place in our culture. Awareness of this makes for limitations and inhibitions in attitudes and language.

I remember an American speaker saying in a seminar some years ago that for him, class was something in the head, for us it was in the bones. If leadership is a problem, administrative leadership is doubly so. Do administrators lead? Should they? We are very ambivalent about administration in higher education. Yet the numbers of part-time administrators in our universities are very large. The heads of areas, centres, colleges, departments, divisions, faculties, groups, institutes, schools, teams and units, together with provosts, chancellors, pro-directors, course leaders and programme coordinators, all devote a proportion of their time to administration, usually for fixed terms, sometimes on the basis of "sabbaticals". On acquiring the exercise of administrative functions academics must early on decide to adopt one of three strategies.

Hating administration they can do so badly as immediately to be labelled eccentric scholars, and thus be excused with honour. Or they can make deprecating asides about what a nuisance administration is and how much time it takes up, but in fact do the whole thing rather well, and earn the confidence and trust of colleagues. Both strategies have rewards, the one in time and freedom, the other in responsibility and power.

The third approach of the person who has no great feelings for or against administration nor any great gift for it but who does not resist being drafted and can bumble along one or causing too many disasters, is perhaps more common than the text books would admit.

But what of those for whom administration is a full-time activity? There are 250 or so men and women (fewer of the latter) who are heads of universities, polytechnics and colleges, most of them appointed for life and unlikely ever to return to teaching or research. Then there are the registrars, secretaries, bursars, finance officers and other senior career administrators who work closely with institutional

and cultural backgrounds. Not all by any means are illiterate in their own language; some may be highly trained or educated but cannot find a job because of their inadequate English. All need to know English for everyday purposes like getting on the housing list, talking to their children's teacher, filling in tax forms, speaking to the local supplementary benefits office, visiting the doctor or dentist.

Those who need to learn English as a second language can be divided into three broad categories - immigrant settlers, migrant workers, refugees and their families. Immigrants come mainly from the Indian subcontinent and East Africa. Migrant workers are either here under the quota system to work in hospitals or the hotel and catering industry or on a long-term basis as nationals of EEC countries. Refugees come from about 30 countries, mainly Vietnam, Chile and Ethiopia.

They may have come here for marriage, for work or for refuge and few will have come specifically to learn English. Most find their lack of English does the way to further education or training, forces them into jobs below their levels of ability, or results in unemployment and a low standard of living.

## A change in the style of leadership



William Taylor

heads and are responsible for putting academic policies into effect and ensuring that each level of activity is adequately serviced.

Clearly, many of these people do exercise administrative leadership of some kind or another. Yet the concept itself is still likely to be viewed with suspicion. It embodies assumptions about the distribution of authority and the power to initiate action that do not sit easily with the ideologies of academe. It fuels anxieties that many administrators would themselves prefer to play down. Its reference to leadership has unfashionable resonances. It reinforces the feelings of many academics that resource constraints and contraction are diminishing their power to influence events, and putting greater emphasis on mechanisms of administrative and financial control.

However different many British universities, polytechnics and colleges may be from the traditions of Oxford and Cambridge, the notion of collegial governance derived from the ancient foundations is part of their academic inheritance. Administration and those who carry it out exist to serve academic purposes. Those who perform the most important administrative roles must have adequate credentials to ensure a continuing commitment to core values. The ideology of academic administration is strongly permeated by bottom up rather than top down models of initiation and control. Policy should emerge from departments and departmental groupings not from central administration. Skilful administrators may facilitate and co-ordinate these efforts but must never lay claim to their ownership.

Perhaps because of inhibitions about references to leadership, let alone its systematic study, surprisingly little has been written about those responsible for institutional administration in British higher education. In their valuable study of British academics published ten years ago, Halsey and Trow stated that there

"can be no clearer evidence of the continued preeminence of Oxford and Cambridge than the recruitment of vice chancellors and principals to other universities". They cited data showing in 1935 two thirds of the vice chancellors and principals in Great Britain had received their university education at the ancient foundations. They showed that in 1967 this proportion had fallen to 5 per cent while the numbers educated in provincial universities had doubled from 5 to 10 per cent. Have any significant changes taken place since the mid 1960s?

On the basis of an analysis carried out in 1981, it appears that 60 per cent of vice chancellors and principals have still studied at Oxford and Cambridge at some stage in their careers, but the share of the provincial universities has grown to 26 per cent of the total. Perhaps the biggest shift has been in the subject specialisms of university leaders. Halsey and Trow showed that between 1955 and 1967 the proportion of the chancellors who had read arts subjects fell from 68 to 48 per cent and the proportion of scientists rose from 19 to 41 per cent. By 1981, these trends have become even more marked. No fewer than 67 per cent of vice chancellors have specialized in scientific subjects, including medicine. A further 10 per cent have been specialists in the social sciences, and the proportion of the arts-trained has fallen to less than 20 per cent.

A further point of interest concerning university heads is that a majority of present incumbents have held office outside a period of severe financial constraint. Nearly two thirds have been appointed to their present posts in the past five years. Most of the people who now our universities have never been in a position to develop and implement a quinquennial plan. Uncertainty and cuts have for many of them been part of the natural order of things. Leadership style and administrative stance must of necessity be geared to a climate of contraction rather than one of growth.

Differences between the background and experience of university and polytechnic heads appear to be widening. Experience of polytechnic work among university and college heads is virtually non-existent. A number of polytechnic staff at one time in their career have been in university, but the reverse is not true. Increasingly, polytechnic directors seem to be chosen from among the ranks of polytechnic staff themselves, although a high proportion continue to have had relevant industrial or commercial experience.

Leadership talk may sit uneasily with the democratic values of academe, but coping with the institutional turbulence associated with contraction demands a high level of leadership performance. We would do well to recognize, as had our American hosts, that the survival of demographic collegiality in the 1980s is as dependent on the evolution of appropriate styles and stances of administrative leadership as ever it was. Very different, no doubt, from the styles that united the expanding 1960s. But no less necessary or important.

Many students who lack confidence and need more personal contact, such as women whose personal freedom is affected by cultural or religious constraints, can be taught at home or in friend's house.

Another way of being taught English as a second language is in the workplace, through industrial language training units. Their main aim is to provide language training specifically for work and also to help them understand communication problems and the different cultural backgrounds in the workplace.

The purpose-built courses deal with areas like the holiday system, pay slips, reporting conditions at work and the role of the trade unions in that particular company. The scheme operates in 26 areas with large racial minority populations, is funded by the training service division of the Manpower Services Commission and is administered by the local education authorities. It is co-ordinated by the National Centre for Industrial Language Training which provides advice and teaching materials.

## LETTERS TO THE EDITOR

### The standard of degrees at Buckingham

Sir - Your jaundiced article "A favoured maverick" on the University College at Buckingham (*THES* October 9) fails to reach any reasonable standard of accuracy or balance. As an occasional lecturer and internal examiner at UCB, with teaching experience in other universities and colleges, I must refute your implication that Buckingham is a sub-standard institution.

As we so far down the road to the collectivist state that an institution of higher education is fair game for denigration solely on the ground that it is independent of state or local authority control? Are Yale, Harvard and Stanford, to name a few, also "mavericks"?

If UCB is going from "strength to strength" this owes little to government of either hue and much to the tenacity and courage of those who support its ideals. Your article implies that all Buckingham students receive mandatory grants: this is very far from the case. The only material help the present Government has unilaterally given is to raise university fees for overseas students to such a level that a UCB education is now a comparative bargain.

A charter will merely give recognition to the Buckingham degree. It cannot imply "further state support" as none has ever been given; nor does it alter the status quo with respect to "the monopoly over higher education". Clearly, you are anxious lest a charter might enable

UCB to improve recruitment. This reaction bespeaks envy. Moreover, if Buckingham's standards are as low as you claim, there can be no grounds for supposing that it will attract students to the detriment of other universities.

You say: "There remain no guarantees about standards... at Buckingham." What nonsense. Guarantees rest with external examiners "of standing" as in every other degree-giving institution in the land. Furthermore, you claim "financial difficulties have been openly admitted." I should be interested to learn the identity of those institutions of higher education without financial problems at the present time. Indeed, your columns are filled with the cries of anguish from universities and colleges in the wake of Government cuts.

It is suggested that polytechnics with designs on self-validation might be upset (jealous?) of UCB's status as a degree-giving institution. Perhaps so, but the ball lies in their court. Buckingham is unlikely to canvass the Privy Council in an attempt to thwart their ambitions. "Courses are still incompatible with existing degree programmes." What this might mean is almost beyond conjecture. Are you suggesting that all universities should have UCB's two-year degree courses with 80 weeks' tuition (compared with 72 weeks at Oxford)? Alternatively, you

are perhaps dismayed that all UCB students must learn a foreign language and either maths or a science in addition to their main subjects.

The Buckingham licence is unquestionably of BA standard. I know from first-hand experience that it is a more rigorous qualification than some first degrees awarded in institutions "with well-established reputations." If the AUT and CNAU are preparing to make difficulties, few will be surprised by an open manifestation of their narrow-mindedness. Sour grapes?

Yours faithfully,  
D. A. S. SMITH,  
3 Lowside, Finslwaite, Cumbria.

Sir - Is it not perhaps a misuse of your editorial space and an abuse of your influence to speak with such arbitrary harshness about the University college at Buckingham?

One would not, of course, be surprised if the brave innovation of establishing an independent university were not in accordance with your political values. Do not your readers nevertheless have a right to expect a less one-sided account of an issue you apparently - and rightly - consider important enough to editorialize about?

Are you averse in principle to independent initiative in education? DAVID MARSLAND,  
Department of Sociology and Social Anthropology, Brunel University.

Sir - I was rather surprised to read the following paragraph in John O'Leary's interesting article "Rivalry across the Humber": "Chief among them will be the launching of a BSc in fishery studies, which will be the first course of its kind in the country. Degree level teaching is part of an arrangement with Plymouth Polytechnic and although relatively late approval for the course, given the recruitment of sufficient numbers to run this year there is evidence of worldwide demand for future years."

Firstly, I would like to draw to your attention the fact that Plymouth Polytechnic has been successfully recruiting for, and running, its own BSc fishery science degree course since 1973; the course was upgraded to an honours programme from the start of the 1978-79 academic year. This year we have recruited a record number of students to our course.

Secondly, Mr O'Leary's article implies that we, at Plymouth, have been involved in Hull's unsuccessful attempt to launch a new degree course. This is not so. The facts are that for the last eight years Plymouth undergraduates have attended short courses in fishing technology at Hull College of HE which have included valuable time spent at the White Fish Authority (now SIFA) plant, Humberside, MAFF Laboratory, etc. Apparently, Hull now feel that from the experience they have gained from our degree level course they can go it alone.

Yours faithfully,  
D. A. PILGRIM,  
Course Tutor, BSc fishery science degree course, Plymouth Polytechnic, Drake Circus, Plymouth, Devon

Sir - League tables tend to confirm the maxim of "damned lies etc. etc." It may be helpful to remind fellow readers that the extracts from the Polytechnic Finance Officers' Group Statement reflect only part of the polytechnics' research effort.

The figures quoted relate only to staff specifically appointed to research activities and financed from internal funds. They exclude any evaluation of the considerable research effort put in by lecturers in parallel with their teaching activities, and the value of all the back-up facilities provided by polytechnics.

The table printed in your issue of September 25 cannot, therefore, be used as an indicator of the level of research activity in individual polytechnics.

Yours faithfully,  
G. L. DARNBROUGH,  
Chief Finance Officer, Polytechnic Finance Officers Group.

Sir - I enjoyed Professor Taylor's take-off of the SSRC (October 16): it was quite as funny as some of his iconoclastic recommendations when we served together on the Graduate Studies Committee at York. One thing, however, puzzles me. The "fundamental theoretical research" that is refused in his story, financial support seems similar to what we, the humanities, do in the time left over from teaching and administration, when we can, if we choose, write austere learned works, rather

### Powers of the UGC

Sir - I fervently hope that the new team of ministerial intellectuals at the DES will think hard before accepting any proposals to remove the formal powers of the University Grants Committee (*THES*, October 9). The UGC can only acquire such legal powers as are removed from either the Government or the universities - and the former will certainly not surrender any its now exercises. Whether such powers reach the UGC via a royal charter, or by becoming a public corporation (as suggested within the DES to Anthony Crosland around 1965 - and firmly rejected by him), or by a simple extension of the new regulatory body for non-university sectors put forward as Model B in the DES's recent consultative Green Paper, the result must be the same. The universities will become, for the first time in British history, subject to direction. Whatever effect this may have on the universities, it will surely destroy the UGC. Its credibility is already strained by the virtually impossible task it has been set by the Government of organizing the consequences of savage ministerial decisions on expenditure cuts and overseas student fees, while its influence on the Government seems, for the present at least, negligible. Accusations of bad faith and bias in favour of their own institutions and subjects are being levelled at the unfortunate academic members of the UGC. Respect is fading and even the old doctrine of "equal and opposite unpopularity" breaks down when the DES ceases to care and, having delivered its savage blows, leaves the UGC to deal with the victim.

While the UGC has responsibility without power, it is in a good position both to correct its inevitable minor mistakes in allocations and guidance - and where necessary to ensure a high degree of compliance - through informal discussion with universities, during which each party holds cards of roughly equal strength. Some of its mistakes are of a different order and have contributed to its present difficulties (eg. the abandonment, apparently without a struggle, of the quinquennial system in 1973/74 and the failure to replace it effectively - a point usefully picked up by Mr Rhodes James, MP, recently; the failure to ensure that staff tenure and redundancy issues were clarified before the holocaust; its over-insistence initially on precise student numbers reductions in the immediate future by each university). But most of these can be corrected better by discussion than by UGC direction. My fear is that if the UGC has legal powers forced upon it, the Government may find that no respectable academics will be willing to accept appointment to it. What then?

Sir Rex Richards is right (*THES* October 9) in urging that the UGC must stay as it is and do its best to weather current storms. The one change which might with advantage be made is gradually to convert its senior Civil Service staff, not into non-civil servants, but into secondees from other departments than the DES, so as to minimize what must, in present circumstances represent for them an uncomfortably sharp conflict of interests.

Yours faithfully,  
RICHARD GRIFFITHS,  
Athenaeum Club, London SW1.

Yours faithfully,  
G. L. DARNBROUGH,  
Chief Finance Officer, Polytechnic Finance Officers Group.

Sir - I enjoyed Professor Taylor's take-off of the SSRC (October 16): it was quite as funny as some of his iconoclastic recommendations when we served together on the Graduate Studies Committee at York. One thing, however, puzzles me. The "fundamental theoretical research" that is refused in his story, financial support seems similar to what we, the humanities, do in the time left over from teaching and administration, when we can, if we choose, write austere learned works, rather

than entertainment pieces for television or the newspapers - often without even secretarial help. Thinking, reading and writing are surely an integral part of one's university duties, and of one's pleasure - for social scientists as for the rest of us. Empirical research is another matter and, as it is so expensive, I am not surprised that its financing requires rather a tight-fisted and tough-minded approach.

Yours faithfully,  
REBECCA POSNER,  
Professor of the Romance Languages, University of Oxford.

### Union View

## Whatever happened to the future?

Let us suppose that it is 1979 and we are holding a poll to find out what lecturers in the polytechnics think has been wrong with their institutions in the last ten years. We will certainly find they are concerned about, among other matters: too many controlling bodies and levels of authority; lack of national coordination; spreading of HE courses into too many institutions; too inflexible a system of i.e.a. finance; insufficient funding compared with universities; domination of the academic function by the i.e.a. administration; lack of a unified national voice; lack of educational interest from the controlling i.e.a.s; insufficient support for scholarship and developmental activities; unsatisfactory conditions of work and conditions of service; undervaluing of vocational non-degree courses by the i.e.a.s.

If we now ask, still in 1979, what changes the lecturers would like to see there is little doubt that prominent among the solutions will be: a national body which can join in the coordination of all higher education; greater academic responsibility in institutions within national guidelines; parity of funding with universities; a national voice for the polytechnics and other similar institutions; concentration of higher education.

On returning to 1981, we find there has been a noticeable change in the atmosphere. The cuts and the threats of redundancy have produced a defensive posture in many polytechnics. In return for the possibility that the local authorities might bring aid from their rates, polytechnic teachers are being encouraged to change their priorities. They are being invited (!) to exchange their original idea of a national body for a "local authority body" to which it is "trusted" the i.e.a.s will yield a part of their local autonomy; (ii) to exchange their idea of greater academic responsibility for yet tighter control by local authorities; (iii) to exchange the possibility of parity of funding with the universities for the likelihood of becoming more closely bound to the FE colleges; (iv) to exchange the hope of a reduction in the number of levels of control for one and possibly even two extra layers.

But has anything really changed? If the chance to claim even-handed treatment with the universities is lost, the polytechnics must expect to take up a permanent position on the second rung. Continued conflict can only be awaited as tighter local control and fruitless efforts at national coordination increase the strain until the system is again revised.

The logic of higher local authority control and rate-funding, if it happened, is local attendance. There are already plans published for just such a change, which would alter once and for all the whole character of the higher education system.

For those who believe in the polytechnics and their future role as distinct but equal partners in a binary system, there must be unequivocal support for a comprehensive and coordinated system of higher education in which institutions serve a national need, are nationally funded and are nationally used. This will mean, in terms of the current debate, support for a system based upon the DES Model B. It is true that Model B has flaws. Yet the principle on which it is based must be sound. Otherwise how would the same model have for so long formed the basis of higher education management in so many countries, not excluding our own?

Yours faithfully,  
JOE POWELL,  
Chairman of the Association of Polytechnic Teachers at Wolverhampton Polytechnic.

The author is chairman of the Association of Polytechnic Teachers at Wolverhampton Polytechnic.